DOCUMENT RESUME

ED 413 987 PS 025 498

TITLE	Quality Early Education for Quality Childhood. Proceedings of the International Conference of the World Organization for Early Childhood Education (3rd, Hong Kong, November 30 - December 1, 1996).
INSTITUTION	World Organization for Early Childhood (Hong Kong).
PUB DATE	1996-00-00
NOTE	136p.
PUB TYPE	Collected Works - Proceedings (021) -- Multilingual/Bilingual Materials (171)
LANGUAGE	English, Chinese
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Abstracts; Beginning Teachers; Childhood Attitudes; Chinese; *Early Childhood Education; Early Intervention; Emergent Literacy; Foreign Countries; Gifted; Homework; Kindergarten; *Language Acquisition; Parent Teacher Cooperation; Parents as Teachers; Play; Preschool Children; Preschool Curriculum; Program Evaluation; Stress Management; Teacher Attitudes; Teaching Methods
IDENTIFIERS	China; Hong Kong; Macao; World Organization for Early Childhood Education

ABSTRACT

This document contains the proceedings of a conference on early childhood education. Included are a list of the members of the executive committee of the OMEP and of the conference organizing committee, the program, the keynote addresses, abstracts, and an index of presenters. The keynote addresses were: (1) "Achieving Quality Early Care and Education Internationally: Trends and Recommendations" (Sharon L. Kagan); (2) "Quality Assurance in China's Early Childhood Education" (Chan Guo Mei); and (3) "Yin-Yang as a Sensitive Way of Evaluating Early Childhood Education" (Nadine McCrea). Topics covered in the individual papers presented at various sessions and symposia included: (1) quality in early childhood education; (2) early childhood literacy and Chinese character education; (3) social competence; (4) parents reading to children; (5) stress management for teachers; (6) children's understanding of Cantonese; (7) early intervention services; (8) a motor performance test for Hong Kong kindergarten children; (9) Chinese concepts of giftedness; (10) how beginning teachers and social workers use professional knowledge; (11) Macau's teacher education; (12) children's perceptions of themselves as learners; (13) homework in kindergarten; (14) teaching and learning strategies; (15) language instruction; (16) children's understanding of size concepts; (17) emotional education; (18) moral judgment; (19) teacher-child ratio in Macau preschools; (20) English language education; (21) visual problems in preschoolers; (22) physical education; (23) socialization through games; (24) kindergarten teachers' work attitudes; (25) parent teacher cooperation; enhancing storytelling through music; (26) using play to integrate children with disabilities; (27) parent meetings; (28) math activities; (29) meeting individual needs; (30) shared reading and language experiences; (31) hospital play; (32) outdoor sports areas; and (33) comparisons of teaching methods. Individual papers contain references. (KB)

ED 413 987

世界幼兒教育聯會香港分會

第三屆國際研討會

優質幼教 - 美好童年

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O.M.E.P. - Hong Kong

Organization Modiale pour l' Éducation Préscolaire

World Organization for Early Childhood Education

Third International Conference

Quality Early Education for Quality Childhood

日期　　：一九九六年十一月三十日及十二月一日
（星期六、日）

地點　　：香港大學

協辦機構：雀巢中國有限公司

贊助　　：香港大學教育學院
香港教育學院

Date : Novermber 30 & December 1, 1996 (Sat. & Sun)

Venue : The University of Hong Kong

Co-organizer : Nestlé China Ltd.

Sponsors : Faculty of Education, The University of Hong Kong
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世界幼兒教育聯會香港分會

第三屆國際研討會

World Organization for Early Childhood Education

Third International Conference Programme

Quality Early Education
for
Quality Childhood

優質幼教一美好童年

一九九六年十一月三十日至十二月一日

香港大學

November 30 - December 1, 1996

University of Hong Kong

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代號 Key

MW	明華綜合大樓 Meng Wah Complex
LE	大學圖書館 Library Extension Building
KK	梁銶琚樓 K.K. Leung Building
MB	香港大學本部大樓 University Main Building
RR	邵逸夫樓 Run Run Shaw Building
RM	邵仁枚樓 Runme Shaw Building

主題演講

KEYNOTE SPEECHES

Achieving Quality Early Care and Education Internationally:

Trends and Recommendations

Sharon L. Kagan, Ed.D.
Yale University,
New Haven, Connecticut, US

PART I. INTRODUCTION

Throughout the world, countries commit themselves to providing child care for a myriad of reasons. In some nations, child care is offered primarily as a means of socializing children to society's values. In other nations, child care is established primarily to prepare children for success in school and later life. In still other nations, child care is viewed as a strategy to ensure that women will be willing to have children at times of falling fertility rates. The most frequently cited reason, however, for national investments in child care is to enable women to work. Indeed, countries with the "most generous child care policies and the most extensive child care coverage tend to have high rates of female employment" (UNICEF, 1992, p. 32).

Whatever the reason, child care continues to be a topic of social concern in most industrialized nations. So prevalent and so widespread is child care that a recent UNICEF report notes that "child care is increasingly viewed as a public responsibility in most industrialized nations, as well as an important entitlement for children" (UNICEF, 1992, p. 32). Accompanying such growing commitments for child care are a set of issues and trends that warrant considered attention if we are to maximize current momentum. Following this introduction (Part I), I will discuss key trends (Part II). Then I will examine the issues they evoke (Part III). I will conclude with a discussion of principles and recommendations that address the current challenges associated with my fundamental premise -- *that we must redirect the international zeitgeist from its current focus on the supply and quantity of child care to an essential emphasis on the quality of child care.*

PART II. INTERNATIONAL TRENDS

Trend 1: Preschool is increasingly viewed as being good for children, with services being offered for children ages 3 to school entry in most industrialized countries.

Throughout the world's industrialized nations, child care and early education have emerged as the policy choice for children ages 3 to school entry--- regardless of mothers' or parents' labor force participation, cultural or economic background, or parenting capacity. Worldwide, children tend to participate in early care and education on a voluntary basis, with the programs being free or charging modest income-related fees. In Continental Europe, most child care programs operate under the auspices of education departments or they are publicly subsidized in the private non-profit sector. Children ages 4 and 5 are nearly always covered, with services dropping for younger-age children. In Europe, the child care policy goal is to establish preschool programs as a legal right with several countries already achieving, and others approaching, this goal (UNICEF, 1992).

Trend 2: Child care for children birth through age 3, though an emerging priority in industrialized nations, is far less prevalent than care for 3 to 5 year olds. Increasingly, care for the birth to age 3 population is part of a combination of family supportive policies--parental leave, parenting and child care policies.

Unlike the rationale for services for 3-5 year old children, services for the 0-3 population are seen as supports for parents, either enabling them to recover from childbirth, supporting adoption, or permitting employment. Often, in lieu of or in addition to child care for the 0-3 year olds which is often administered by ministries of health, nations implement allied policies for families. For example, more than 100 countries have paid parental leave policies. This is sometimes considered a preferred option to child care because it avoids the high costs of infant care, enables babies to have a good start in life, and cushions the loss in maternal income. So, in effect, parental leave may actually compete with child care for public support. In any case, child care, per se, for children birth to age 3 is far less available than it is for children ages three to the age of school entry.

Trend 3: Services for toddlers are the most in flux, with many nations experimenting with different patterns of service delivery.

With infants handled in many nations by parental leave and 3-5 year olds in preschools, the question is what to do with those in the middle range, 1 to 2 ½ years, the toddlers? The response to this question varies, largely contingent on the workforce needs of the nation - a stance that heretofore directed much of child care policy. If the nation needs women in the workforce, then it is more prone to enacting child care policies and programs for toddlers. Alternatively, nations elect to experiment with different approaches - extending paid leave, providing cash benefits that support parents who elect to stay home, or providing a menu of options, with family child care ranking high among them. There is little consistency internationally with the kinds of services offered for this age group, though when services for this age group, like the 0 to 3 age group are offered, they frequently emanate from ministries of health.

Trend 4: In developing nations, with the exception of a limited number of socialist countries, publicly supported and supervised programs of child care are limited.

The picture of widely available child care is quite uneven with developing countries having few and /or often outdated programs for young children. For example, about 1% of India's 33 to 34 million preschool-aged children are formally enrolled in child care. Peru has child care for less than 1% of its young children. Child care in many Asian nations is increasing. In Korea, for example, between 1982 and 1986, the percentage of children attending child care increased from 8% to 57%. Thailand now covers about 24% of its 3 to 6 year old children in center-based and parenting education activities. In the Philippines, about 19% of children aged 3 to 6 are involved in some kind of enrichment program (UNICEF, 1992). Yet, in many African and South American nations, child care remains woefully inadequate. So, we see that availability of child care internationally is widely varied, with developing countries typically offering far fewer child care services.

Trend 5: Increasingly child care programs and services are being joined by allied programs for parents via parenting education, parent involvement and home visiting efforts.

Unlike eras past, when the primary or sole strategy was to offer child care for preschool aged children, services are being developed to meet the needs of both parents and children, with increasing emphasis being placed on services for adults -- services that support them as they nurture and parent their own young children. Child care is being considered, then, not as an isolated service, but as a part of a compendium of family services. Increasingly, parenting education and parent support are being offered in industrialized nations (Kamerman & Kahn, 1994).

Trend 6: Despite all this momentum and apparent evidence of growth in programs and services, quality remains strangely illusive. It is quite clear that most social policy has concentrated on increasing the QUANTITY of services, with remarkably less attention to their QUALITY.

It is striking that throughout the world, the quality of the services young children receive is given far less accord than we, as early educators, would deem appropriate to assure the healthy development of children. While it may be logical from a policy perspective to first establish services and to worry about their quality later, experience suggests that quality is too critical to children's development to ignore, however briefly. We know unequivocally that quality matters.

Research indicates that quality programs help children engage in relatively complex play, socialize comfortably with adults and other children and develop important physical, language and cognitive skills (Barnes, Goodson & Layzer, 1995; Galinsky, Howes, Kontos & Shinn, 1994; Gomby, Larner, Stevenson, Lewit & Behrman, 1995; Phillips, McCartney & Scarr, 1987; Whitebook, Howes & Phillips, 1989). Quality early care and education is also crucial to the cognitive and socio-emotional development of all young children (Cost, Quality & Child Outcomes [CQCO] Study Team, 1995), but it's especially crucial for low-income children's later social and cognitive functioning (Barnett, 1995; Gomby et al., 1995; Peisner-Feinberg, 1995; Phillips, 1995a; Schweinhart, Barnes & Weikart, 1993; Yoshikawa, 1995). Indeed, many of these positive effects may linger and contribute to children's permanent school success and their improved likelihood of long-term social and economic self-sufficiency (Gomby et al., 1995; Poersch, Adams & Sandfort, 1994; Schweinhart et al., 1993).

Conversely, the harmful effects of low-quality programs can be quite serious, long-lasting and harder to reverse, than previously thought. Children attending lower-quality programs are more likely to encounter difficulties with language and social development and are less likely to reach expected levels of development (Whitebook et al., 1989). Specifically, poor quality programs affect children's school skills, with youngsters in poorer quality programs - irrespective of family income - demonstrating less language and pre-mathematics ability and less positive self-perceptions than children in higher quality classrooms (CQCO Study Team, 1995).

It is not simply what programs do that make them important to children's long-term development; it is also the fact that they have an impact during a span of years when such rapid and dramatic growth is taking place among so many dimensions. Neuroscientists have established, for example, that the way the human brain develops during the first years of life has a significant impact on later learning and intellectual growth, and that brain development during this period is quite susceptible to environmental influence - including the kind of care and stimulation that children receive both at home and in out-home settings. Because the brain responds to experience, particularly in the first five years of life, both parents and other caregivers have more opportunity to promote learning and prevent damage than we ever imagined (Carnegie Task Force on Meeting the Needs of Young Children, 1994).

Yet, despite its importance, we also know that quality care is illusive, In the Unites States, for example, The recent Cost, Quality, and Child Outcomes Study found that the vast majority of center-based programs - more than 80 percent - are of mediocre or poor quality. Specifically, seven in ten centers were found to provide mediocre care, one in eight was so inadequate that it threatened the health and safety of children (CQCO Study Team, 1995). Another recent quality study observed a large number of family child care homes: here the percentage of programs judged to be of substandard quality ranged from 13 percent of regulated family child care homes to 50 percent of unregulated homes (Galinsky et al., 1994).

The quality of care is even worse for infants and toddlers. Fully 40 percent of infant and toddler rooms in centers were found to endanger children's health and safety in the Cost, Quality, and Child Outcomes Study (CQCO Study Team, 1995): a smaller study set this figure above 60 percent (Burchinal, Roberts, Nabors & Bryant, 1995). These figures are particularly disturbing in the light of the fact that infants and toddlers constitute the fastest-growing subgroup of children in early care and education programs: already, half of all infants under the age of one are in some sort of non-maternal care - most for 30 or more hours per week (Hofferth, Deich & Holcomb, 1991). These figures are also disturbing because quality care is worsening comparatively: recent research consistently documents a serious erosion of quality since 1980 (Hofferth et al., 1991; Kisker, Hofferth, Phillips, & Farquhar, 1991; Whitebook et al., 1989).

We need to ask why this crises of quality exists and how widespread it is. We need to understand its roots and consider how we deal with it. In the next section, I wish to advance the hypothesis that part of the quality crises has its roots in a set of ambivalences that characterize much early childhood education internationally. These ambivalences exert profound influence in the way nations think about, fund, and regulate services to young children, including child care.

PART III. NATIONAL AMBIVALENCES AND THE QUALITY CRISIS

At the heart of the international crises in quality are a set of ambivalences that characterize much early care and attention. Three, in particular, stand out. First are ambivalences in attitudes, attitudes about mothers' roles, abut the importance of early childhood education, and about the nature of child care versus education. The second kind of ambivalence that derails quality is political/economic ambivalence. This relates to the way politicians and the public value and support early care and education and remunerate its workers. The third ambivalence which makes quality illusive is ambivalence of definition: What is really meant by quality? Who defines it? How do we assess it? Let me discuss each of these three ambivalences, in turn. discussed.

Attitudinal Ambivalence

In many ways, the world harbors ambivalent feelings about the roles of women, in general, and of mother, in particular. On one hand, motherhood and family are revered so that much public policy is considered an intrusion on the privacy and the primacy of the family. On the other hand, the care of young children is dismissed as mindless, custodial work, devaluing the contributions of stay-at-home mothers as well as paid caregivers. Women, then, are given two messages; Their essential role- that of nurturing the young - is valued so long as women care for their own children; it is correspondingly devalued when women care for the children of others. traditional ambivalences about the roles of women with respect to children establish the frame within which societies extrude their child care policies.

This attitudinal ambivalence spills over into our understandings of what child care and early education are supposed to be and do. Early childhood educators understand that children's play is their work, but when outsiders observe young children, they often offer condescending remarks, "All little children do is play all day!" So great is the prejudice against play than one Australian early childhood colleague noted that the single greatest challenge we face is to " retain the freedom to teach the early childhood way" (Gifford, 1993) Struggling to teach in developmentally appropriate ways, early childhood teachers often need to combat heavy pressures for didactic, highly structured teaching. Play is out: study and structure are in.

These values reflect the schism that exists between care and education - a schism that has falsely divided the field for decades. Historically, child care was associated with full-day services for the children of working families, while early childhood education characterized part-day programs where children of the well-to-do socialized and were readied for school. Child care was often regarded as custodial and bad; education was regarded as lofty and good. Today, these distinctions are being minimized and we recognize that quality services for young children must always combine care and education, hence the term that is currently gaining favor in the U.S. - early care and education.

In short, attitudinal ambivalence inhibits quality because it has falsely dichotomized the roles of women, the value of quality early childhood experiences, and the difference between care and education. To have quality services, we need clarity and agreement regarding women's right to work; children's right to play; and providers' right to have care ad education be valued equally.

Political Ambivalence

These ambivalences of attitude are not only spurious in and of themselves, but because they dramatically influence public policy. Ambivalence toward women's roles has meant that in many nations, child care and early education policies have not yet enjoyed the full support of the populace or politicians. Indeed, in some countries supporting child care is viewed as enticing children out of their homes, away from their families.

In the U.S. for example, child care - because it neither commandeered prestige nor support - burgeoned only at times of national crisis and was often eliminated as a policy imperative when the crises ended. "Here today, gone tomorrow" services for children lead to insufficient public resources, erratic programs that emanate from different legislative mandates and funding streams and are governed by different regulatory systems and administrative agencies. In fact, a recent U.S. study documented 90 different federal child care programs sit in 11 federal agencies and 20 offices (U.S. General Accounting Office, 1995) - an amazing jumble of services that is further complicated by literally hundreds of state-supported programs.

The end result of this political ambivalence is an inconsistent, chaotic system where parents are confused, not knowing which program is best. Salaries remain low, with few people coming into child care and many - about 40% - leaving each year. Providers remain limited in competence because the best and the brightest young people are not attracted to child care. And, perhaps worst of all, the public remains immune to the importance of the early years to the development of young children.

In many ways, child care is caught in a vicious cycle that leads to ever decreasing levels of quality. Attitudinal ambivalence leads to diminished political and fiscal support. The diminished support further erodes quality, paradoxically giving expression to further public criticism about child care, reinforcing the negativity about child care that exists in the first place.

Definitional Ambiguities

A third kind of ambivalence that minimizes quality relates to ambiguities of definition. While generalized ideas about what constitute quality exist, there is still a great deal of debate around quality specifics. What are ideal ratios, under what condition? What behaviors yield high quality settings? What are the essential dimensions of quality? Only recently has the U.S. come to agree on a definition of readiness - one that took a national panel and five years to construct (Kagan, Moore & Bredekamp, 1995)

Ambiguities also exist regarding who should define quality. To date, quality has been defined by researchers, professional organizations, and advocates - not direct service providers and not parents. Indeed, efforts to extend the cultural appropriateness of quality have failed to enfranchise parents as a source of needed input (Phillips, 1995b). When asked, parents do not typically emphasize the same characteristics of quality as practitioners do: they pay little attention to the structural items related to licensing and regulation, often equating regulation with bureaucracy, and disparaging it. Parents tend to emphasize safety, cleanliness and the trustworthiness of the provider (Larner, 1996). Parents actually demand little in terms of quality from their child care arrangement, often noting that their children are in high quality settings when researchers deem the same settings poor in quality (CQCO Study Team, 1995). The point is that until parents and professionals regard quality similarly, it will be difficult to achieve.

Defining quality is a challenge because sometimes there is ambivalence even about what to include in a definition of quality. For example, for many years, we have considered quality from the point of view of the classroom, so that we thought about ratios of children to adults, about groups size, and about caregiver training and education,. All of these are inputs - quality of the classroom or caregiving setting. They do not take the full environment of the program - the way staff interact, or plan, or the way parents feel - as an index of quality.

Moreover, this orientation does not take into account a need to stop focusing on the inputs and begin focusing on the outputs or the results that accrue directly to children and families. Indeed, there is still a great deal of ambivalence among U.S. early childhood educators regarding the value of assessing what three-, four-, and five year-olds know and are able to do (Kagan, Rosenkoetter & Cohen, in press). Yet, it is clear that without some agreement on definition of quality among parents and caregivers and some decision regarding what constitutes the desired behavioral results for children, early care and education programs will be at a quality stalemate - unable to move forward.

PART IV. PRINCIPLES AND RECOMMENDATIONS

Principles

Given these trends and the nature of these ambivalences, what should be done to achieve quality? What is a vision for the future of early care and education? For the past four years, over 250 early childhood experts and experts from other fields have been gathering to grapple with exactly this question. Soon to be released, the *Quality 2000* report, *Solving the quality problem: A vision for America's early care and education system,* provides a vigorous, fresh approach to achieving quality in early care and education. This vision is based on the following key principles, many of which hold true for early care and education internationally:

1. We need to consider quality from the perspective of parent and society, as well as from the perspectives of advocates, researchers, and providers.

2. We need to think long-term and strategically about a limited number of policy steps that will produce high quality. Increasing quantity without enhancing quality will erode our efforts and our impact on children.

3. We need to think about the totality of the children's experience in child care. Quality inside the classroom and inside the entire center must be our concern.

4. We need to conceptualize all our services as services for children and their families, including fathers.

5. We need to be inventive in our approach to designing and implementing programs and in measuring the impact of our programs on children, families and communities.

6. We need to realize that quality programs cannot exist without a quality infrastructure. By infrastructure we mean good training and credentialing programs, good regulation and involved parent and communities.

Armed with these principles, *Quality 2000* has made eight long-term recommendations that will truly improve the quality of early care and education. These are tough recommendations, but ones that need to be considered if we are to create the kinds of services that actually benefit children and families. Please keep in mind that these recommendations must be implemented over a 20-year period, and they must be implemented together.

RECOMMENDATION I: BE INVENTIVE PROGRAMMATICALLY: IMPROVE PROGRAMS AND CLASSROOMS

By the year 2010, early care and education programs will use a wide range of proven approaches for achieving quality-approaches that allow staff flexibility in using resources creatively and cost effectively.

To solve the quality problem, and prepare coming generations of children for the demands they will face in the next century, dramatic changes are needed in early care and education programs. Research and practice suggest that there are many ways to organize staff and children that can result in quality programs. Improving program quality therefore means permitting the exploration and implementation of fresh ideas and strategies. To that end, we should:

a) Give programs more leeway in deploying staff and grouping children; consider balancing ratios for children with staff.
b) Focus on improving the overall organizational climate of programs;
c) Increase cultural sensitivity; and
d) Link programs with other community services

RECOMMENDATION II: PLACE PARENTS AND FAMILIES AT THE CORE OF EARLY CARE AND EDUCATION PROGRAMS

By the year 2010, all early care and education programs will address the needs of children, parents and families; they will engage parents and families as partners in their children's programs. Parents will have the user-friendly information they need to be effective consumers, and work places will be family-friendly.

This recommendation calls for a new orientation that places families at the core of early care and education programs. Specifically, to raise quality and improve results, families must be effective consumers of services and must be actively engages as partners in their children's programs. To accomplish this, programs must become supportive of family needs and responsive to environment and policies that are friendly to and supportive of adults' multiple roles as workers and family members; they must also enable parents to be active partners in their children's programs and effective consumers of early care and education.

RECOMMENDATION III: FOCUS ON RESULTS

By the year 2010, "strengths-based" results will drive the planning, pedagogy, evaluation, and accountability of quality early care and education. "Strengths-based" results will be comprised of the skills and knowledge that children should be able to demonstrate across the domains of child development (social, emotional, physical, cognitive and language), and will take into consideration the child, family, and community conditions that promote such development.

A shift toward strengths-based results advocates a focus on what children can do rather than on what they lack or what the program provides. By defining results clearly, practitioners can also tailor their efforts more precisely to meet the desired results for individual youngsters. In this way, children's developmental needs become the basis for pedagogy - not the number of hours they attend programs or the number of curriculum units to which they are exposed. In short, a focus an results provides the public the information it needs to make policy decision, and practitioners the information they need to improve instructional practice.

RECOMMENDATION IV: REQUIRE STAFF TO BE LICENSED

By the year 2010, all staff responsible for children in centers and family child care homes will hold licenses. To achieve these licenses, staff will need to complete high levels of training and education and demonstrate their abilities; to maintain these licenses, ongoing training and education - lifelong learning - will be required.

The more training and education practitioners have - both general education and early childhood-related training and education - the more skilled they are at helping young children thrive and achieve their potential (Arnett, 1989; CQCO Study Team, 1995; Fosberg, 1981; Phillips & Howes, 1987; Ruopp, Travers, Glantz & Coelen, 1979; Schweinhart et al., 1993; Whitebook et al., 1989).Moreover, by requiring individuals who work with children to have licenses they will make a more durable commitment to the field, staving turnover and its negative effects on children.

To that end, we must develop Early Childhood Administrator Licenses for center directors and directors of family child care support services, Early Childhood Education Licenses for teachers in centers and public school teachers working with children ages three and four, and Early Childhood Associate Educator Licenses for all assistant teachers in centers and lead providers in large family child care homes. Individuals who do not have training or education in child development or early childhood education, but who have an interest in and aptitude for working with young children and families, and a commitment to seeking training in the field, would have access to entry-level jobs in the early care and education field so long as they commit to pursue training.

RECOMMENDATION V: EXPAND THE CONTENT OF TRAINING AND EDUCATION OF THOSE WHO SERVE CHILDREN

By the year 2010, the content of early care and education will be expanded to address effective approaches in instruction, management, and leadership.

While the content of training for early care and education staff-practitioners, administrators and leaders is the foundation of a quality early care and education system, it is often not fully abreast of the demands currently being places on those working with young children, much less the demands that will be occasioned by the needs of the new century. Specifically, modification of teacher preparation content is needed in:

a) Engaging and supporting families;
b) Developing cultural competency;
c) Working with infants and toddlers;
d) Working with children with special needs;
e) Management and leadership; and
f) Working with human and service personnel.

RECOMMENDATION VI: ELIMINATE EXEMPTIONS AND ENFORCE FACILITY LICENSING

By the year 2010, all early care and education programs offering services to the public will be required to be licensed, and this licensing will be rigidly enforced.

Consumers should have the right to know that early care and education programs offering services to the public are regulated - so that basic safeguards and quality standards are in place to protect their children from harm while they are in these programs. Moreover, licensing should not exempt any program whatsoever. Facility licensing must be enforced and those charged with such enforcement must have the requisite credentials and experience.

RECOMMENDATION VII: RAISE NEW FUNDS AND SET ASIDE TEN PERCENT FOR QUALITY AND INFRASTRUCTURE

By the year 2010, a broad array of groups – including the public at large, business, government, parents and community organizations - will generate the need for funds for a quality early care and education system. Additionally, 10 percent of all public early care and education funds will be directly invested into the infrastructure.

Adequate funding is a key to solving the quality problem and assuring equitable access to good programs. Today, underfunding affects many nations, their programs, and their efforts to improve quality. As with investments in public education, the public - not simply the immediate consumers - derive merit benefits. Consequently, the public - not simply the consumers - should be responsible for funding significant amounts of early care and education expenditures. We therefore call for increased public spending. Revenue-generating approaches to early care and education should be progressive, requiring those who earn more to contribute more. About 10% of all revenue expended should be used to support the infrastructure and quality enhancement , by which we mean quality enhancement efforts, training, licensing, credentialing and compensation.

RECOMMENDATION VIII: CREATE A GOVERNANCE STRUCTURE THAT ENABLES EARLY CARE AND EDUCATION PROGRAMS TO BE FULLY LINKED AND COORDINATED. CREATE BOARDS OR COUNCILS TO CREATE CONTINUOUS HIGH-QUALITY SERVICES FOR YOUNG CHILDREN

In order to address the lack of a coordinated system of early care and education and to create continuity of services for young children and their families, there need to be governance entities at each level of government. By assessing a community's need for early care and education, and planning services accordingly, an effective governance structure can help to provide continuity in children's and parent's lives. Effective governance also strengthens and coordinates the components of the infrastructure that are so essential to program quality. A governance structure can help ensure that resources needed to support a quality early care and education infrastructure are distributed and utilized in an efficient, cost-effective manner.

Such governance structures would:

a) Involve consumers and other citizens in comprehensive needs assessment and planning for early care and education;
b) Make decisions on how to use local infrastructure funds that they receive to promote the availability of quality programs;
c) Establish performance benchmarks for child results and customize the standards

and goals to local strengths, needs, priorities and resources; and

d) Provide a vehicle for citizens to hold government accountable for meeting the needs of young children.

Together, these eight recommendations constitute an action agenda that should create quality in a way that we have never done before. The question for early educators world-wide is no longer "will a quality reform take place?" The question is: will reform remain haphazard and loosely organized, or will it harness the crucial supports needed to surge forward with a coherent vision and strategy? The quality of daily life for millions of children and families hinges on how we solve the quality crises in early care and education. What is at stake is nothing more than the vitality and well-being of the world as we move into a new millennium.

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達到優質幼兒教育的方法與挑戰

世界幼兒教育聯會 - 香港分會
香港第三屆國際研討會

主題演講嘉賓： Sharon L. Kagan 卡雪倫教授
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第一部份導言

世界各國致力提供幼兒關顧服務的原因甚多。有些國家的幼兒服務，主要是透過某種形式的社化過程，讓兒童達到社會的價値觀。在其他國家，幼兒服務的設立，主要是爲兒童日後入學及日常生活時的成功作好準備。另外有些國家，把幼兒服務視成一種策略，以確保婦女在生育率普遍下降的時期能樂意承擔生兒育女的任務。無論如何最常見的原因是：國家在幼兒服務方面的投資，是要讓婦女能夠參與。當然，那些「在幼兒服務政策上最肯付出財力的國家，女性就業率一般都比較高」。(聯合國兒童教育基金會[UNICEF]報告書， 1992 ，第3頁)

不論是什麼原因，在大部份工業化國家中，幼兒服務一直都備受社會人士的關注。根據近期一份聯合國兒童教育的報告書所指出，「在大部份工業化國家中，愈來愈多人認爲幼兒服務是一項公眾的責任，而且是兒童應有的一項重要權益。」(UNICEF ， 1992 ，第 32 頁) 隨著對幼兒服務日益增加的承諾，亦帶來一系列的問題和新趨勢，我們若要盡力推動目前的形勢，應注意這些問題。在導言(第一部份)之後，我會在第二部份討論六個主要的趨勢。然後，在第三部份我會分析這些趨勢所衍生的問題。在結論部份，我會討論一些原則及作出一些建議，以回應目前的挑戰，我的基本論點就是：我們必須將目前國際幼兒工作的焦點，從「提供服務」和「量」的方面轉到「質」的方面。

第二部份國際趨勢

趨勢一： 在大部份工業發達的國家中，愈來愈多人認爲學前教育對兒童是好的，並提供爲 3 歲至入學年齡兒童的服務。

在世界各工業國的一般幼兒服務及教育政策，都選擇爲 3 歲至入學年齡的兒童提供服務，不論母親或雙親是否參與工作，其文化或經濟背景，或是否有作爲人父母的條件。世界各地，幼兒接受幼兒服務及教育一般都是自願的，課程收費大致上由免費至適合家長的入息。在歐洲，大部份的幼兒服務由教育部門主辦，以公費資助，或由私管的不牟利機構主辦。所有 4 至 5 歲的兒童差不多全部都列入服務範圍，而較幼的兒童則未能全部受到照顧。歐洲幼兒服務政策的目標，是要達到提供學前教育課程成爲法定的權益，而若干國家已達到這目標，另外一些國家亦接近這目標(UNICEF ， 1992)。

趨勢二： 在工業國家中，雖然漸多已開始優先考慮出生至 3 歲的關顧服務，但比起 3 至 5 歲的服務仍大有距離。日漸增長的趨勢是：爲出生至 3 歲的服

務，是透過不同形式的組合—如家長獲假，全時間照顧，及托兒服務的政策。

與 3 至 5 歲兒童的幼兒服務不同之處是：爲 0 至 3 歲的服務，一般被視爲是對家長的支持，例如讓家長在產後休養、支持撫養、或讓家長可以繼續工作。很多時，爲 0 至 3 歲幼兒服務是由國家的衛生部門主理的；取而代之或附加的服務，在某些國家是透過實施一些輔助家庭的服務政策。有時，這種形式較受歡迎，因爲這可以避免幼兒服務的龐大開支，讓嬰兒的生活有好的開始，而減輕母親因要照顧幼兒所蒙受在收入方面的損失。因此，父母的獲假可能會與幼兒服務機構在競爭公眾的經濟支持形成衝突。不論是什麼情況，由出生至 3 歲的幼兒服務，比 3 至 5 歲兒童的機會少得多。

趨勢三： 爲襁褓期的助兒服務變化最大，很多國家正嘗試提供多種不同模式的服務。

在很多國家，初生嬰兒多由家長離開工作崗位而在家照顧，而 3 至 5 歲的幼兒則在學前教育機構受到照顧。問題是，在兩類之中的，1 歲至 2½歲的襁褓期幼兒又怎樣？對這問題的回應有多種方法，主要視乎國家對勞動人口的需求 — 而這方面則影響幼兒政策最大。若國家極需要婦女工作，便有更大機會實施爲襁褓期幼兒的服務。提供現金福利以支持家長在家照顧幼兒，或提供多項選擇，而其中頗爲顯著的是在家庭的照顧幼兒服務。國際間甚少有一致的做法，雖然有爲這年齡組別的服務，但大多由衛生部門提出。

趨勢四： 在發展中的家，除了在小數社會主義的國家以外，由公共開支維持及監管的幼兒服務極爲有限。

廣泛提供幼兒服務的情況，在各國之間有頗大的差異，在發展中國家通常只有少量的幼兒服務，而且大多是以過時的方式經營。舉例來說：在印度，在三千三百萬至三千四百萬的學前兒童中，只有約百份之一在幼兒服務機構中。在秘魯，接受這類服務的幼兒不到百份之一。在很多亞洲國家，幼兒服務日增。以韓國爲例，在 1982 至 1986 年間，接受幼兒服務的兒童由 8%增至 57%。在泰國，現時 3 至 6 歲的幼兒約有 24%接受某些幼兒中心及親職教育的活動。在菲律賓，3 至 6 歲的幼兒約有 19%在接受某種形式的幼兒教育增設課程 (UNICEF ， 1992) 。但是，在很多非洲及南美洲國家中，幼兒服務仍然極爲不足。因此，我們可見世界各國在這方面的服務分別頗大，而在發展中國家一般所提供的幼兒服務都更爲缺乏。

趨勢五： 愈來愈多的幼兒教育及服務，以一些聯管的方式向家長提供親職教育，家長參與式及家訪式的服務。

和以往不同的情況就是：當某些國家的主要或惟一政策是爲學前兒童提供服務時，所發展的服務形式，都要滿足家長及兒童的需要，而特別強調對成人方面的服務 — 支持他們養育自己的兒女。幼兒服務因而被視爲家庭服務的一部份，而不是獨立的服務。在工業化國家中，爲支持家長的親職教育服務日漸增加 (Kamerman & Kahn ， 1994)。

趨勢六： 雖然已有明確的証據顯示爲幼兒服務及課程已漸增，但在質素方面仍頗有問題。很明顯地，大部份的社會政策仍集中於增加服務的量，而甚少關注質的問題。

令我們作爲幼兒教育工作者大感震驚的情況，就是世界各地的幼兒服務質素比我們所認爲可接受的標準仍相差太遠，根本未能確保兒童的健康發展。當然，從制定政策的觀點來看，先設立服務，而稍後才談到質的方面似乎是合邏輯的，但經驗告訴我們，對兒童的發展來說，幼兒教育的質素實在太有關鍵性，即使只在一小段時間受到忽略也會有很嚴重的後果。我們一致認爲質素是極重要的。

研究結果顯示，高質素的教育能幫助兒童參與相當複雜的遊戲，很舒適地與成年人及其他兒童建立社交關係，並發展重要的體能、話言及認知技巧（見 Barnes, Goodson & Layzer，1995；Galinsky, Howes, Kontos & Shinn，1994；Gomby, Larner, Stevenson, Leuit & Behman，1995；Philips, Mc Cartney & Scarr，1987；Whitebook, Howes & Philips，1988)。優質的幼兒關顧及教育亦對所有幼兒的認知和社交及情緒發展極其重要（見成本，質素及兒童發展小組的研究報告[Cost, Quality & Child Outcomes, CQCO，Study，1995])，而對低收入家庭的兒童日後社交及認知功能的影響尤其重大 (Barnett，1995；Gomby et al，1995；Peisner-Feinberg，1995；Philips，1995a；Schweinhart, Barnes & Weikart，1993；Yoshikawa，1995)。事實上，這些正面影響可以持續，並對兒童永久性的學業成就和改善其長期社交和經濟方面的自給自足能力有利 (Gomby et al，1995；Poersch, Adams & Sandfort，1994；Schweinhart et al，1993)。

另一方面，低質素的幼兒教育及服務的效果可能極爲嚴重，長遠，而更難逆轉，比以前一般的想法更難。接受教育質素較差課程的兒童，更有可能在日後的話言和社交發展方面遇到困難，並較少機會達到預期的發展水平 (Whitebook et al，1989)。劣質的幼兒教育影響兒童在學校應有的技能發展，在較差的幼兒課程培育之下，兒童的話言和學前數學能力都較弱，自我形象亦較爲負面，和接受較高質素的幼兒教育的一組相比，優劣立現，而這方面的表現與家庭的收入並無相互關係。

幼兒教育不單對兒童的長遠發展極重要；更值得我們關注的，就是這時期的發展甚速，而且影響多方面。例如：神經科學的研究人員已確定，一生中腦部的早期發展對日後的學習和智力發展有重要的影響，而這階段的腦部發展頗受環境的影響 — 包括了兒童在家庭中或家庭以外的幼兒教育機構所接受的關顧和刺激作用。由於腦部對經歷作出回應，特別在最初五年的生命經歷，家長和其他幼兒服務的員工對促進學習和避免受損害方面的機會比我們想象的更多（卡耐基「幼兒需要」工作小組報告書，1994)。

但是，縱然幼兒服務是如此重要，我們亦知道優質的幼兒服務難尋。以美國爲例，近年的「成本、質素及兒童發展」研究小組的研究結果，發現大部份以幼兒中心爲基礎的課程 — 超過百分之八十，質素只屬平平或差劣。特別要指出的是其中十分之七的幼兒中心只能提供平庸的服務；八分之一的中心設備嚴重不足，甚至令兒童的健康和安全亦受到不良影響 (CQCO 研究小組報告，1995)。另一項近期研究則觀察大量的家庭式幼兒之家：在有監管的家庭中，有百分之十三低於可接受的標準，而在沒有監管的家庭中，則達到近百分之五十 (Galinsky et al，1994)。

而在幼嬰和襁褓期幼兒的組別而言，服務質素則更惡劣。在「成本，質素及兒童發展」的研究報告中指出，在其研究的幼嬰及襁褓幼兒中心房間中，百分之四十發現已達到危害兒童健康和安全的程度 (CQCO 研究小組報告，1995)。在一項較小規模的研究中，這類幼兒中心高達百分之六十以上 (Burchinal, Roberts,

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Nabors, & Bryant，1995)。由於幼嬰和襁褓期幼兒在幼兒服務及教育的課程中是增長得最快的組別，這些數據背後的現實令人甚感擔憂。目前 1 歲以下的嬰兒已有約半數不是由母親照顧而接受某種形式的托兒服務，其中大部份每週托兒的時間超過 30 小時 (Hofferth, Brayfield, Deich, & Holcomb，1991)。

這些數字令人擔心的另一原因是，優質幼兒關顧服務相對地有惡化的跡象。近期的研究似乎都報導著自從 1980 年以來，幼兒服務的質素有日漸下降的趨勢 (Hofferth, et al，1991；Kisker, Hofferth, Philips & Farquhr，1991；Whitebook et al，1989)。

我們要問，爲什麼會出現這種服務質素的危機，受影響的程度有多廣泛？我們要瞭解問題的根源所在，並要考慮如何可加以處理。在下一部份，我希望提出一個假設，就是：這種危機情況的根源，是由於國際間對幼兒教育都普遍存在一套模棱兩可的價值觀。這種觀念對國家的幼兒服務政策有很大的影響，對其資助及監管幼兒及托兒服務的決策亦爲頗重要的因素。

第三部份國際間的模棱兩可觀念及質素危機

國際兒童服務質素危機的中心問題是基於一些模棱兩可的價值觀。其中有三項是特別顯著的。首先，是**態度**的問題，對母親角色的態度、對幼兒教育的重要性、和幼兒關顧及教育的對立問題。第二方面，是政治/經濟方面令服務質素脫軌的現象。這關乎政客和大眾的價值觀，和他們如何支持幼兒教育及服務，及怎樣在薪酬方面回報幼兒工作者。第三方面的模棱兩可觀念是在定義：什麼才是優質？誰來界定？如何評估？現在讓我分別討論這些問題。

態度方面

在很多方面來看，世界各國對婦女的一般角色有不同的感受，而特別是有關母親的角色。一方面，他們尊重身爲人母的職位和家庭生活，因此，很多的公共政策被視爲是干預家庭的私隱權和重要性。另一方面，照顧幼兒的工作受到輕視，認爲不需太費心，只是一些看顧的工作，低估了全職母親和受僱的幼兒關顧者的貢獻。婦女獲得兩種不同的訊息：她們的主要任務 — 培育幼兒 — 是值得重視的，只要是照顧自己的子女；相對地，若婦女照顧別人的孩子，則這方面的重視已受貶。傳統上有關婦女角色，特別是有關對照顧幼兒的觀念，影響社會的幼兒服務政策。

這方面的不同價值觀亦影響我們對幼兒關顧和幼兒教育的瞭解。幼兒教育家明白兒童的遊戲便是他們的工作，但對外界的人士來說，當他們觀察幼兒時，往往發出這類的評語：「這些小孩子，整天只顧著玩耍！」。他們對遊戲的偏見頗大，有一位澳洲的同工這樣寫：「我們最大的個別挑戰，是要維持用幼兒教育特有形式的自由。」(Gifford，1993) 爲了能以合乎發展原則的方法來教學，幼兒教育的老師經常要面對沉重的壓力，迫使他們要用一些常模一問一答式，高度組織化的教學方法，削減遊戲，代而用學習和組織的方法。

這些價值觀反映出幼兒照顧和教育方面的一些分歧意見 — 這分歧導致數十年來這專業的分裂現象。一直以來，幼兒照顧與全日托兒服務聯在一起，協助需要工作的家庭，而幼兒教育則提供一些日間課程，爲家境較好的兒童而設，讓他們學習和別人相處，準備正式入學。托兒服務通常視作看顧的服務，較爲次等的；而教育則視作較崇高和上等的服務。時至今日，這種劃分已減少，而我們認爲優

質的服務必須把關顧和教育的功能合併，因此在美國日漸流行的詞彙是「幼兒關顧及教育」。

簡而言之，在態度方面的雙重價值壓抑優質的服務，因爲它錯誤地把婦女的角色分割，誤解高質素的幼兒經歷，並把關顧與教育分化。要有高質素的服務，我們要澄清對婦女作權利的意義並有一致的見解；兒童應有遊戲的權利；提供服務亦應有權利以同等的價值觀看待幼兒關顧和教育。

政治方面

態度方面的雙重價值觀本身不但有問題，而且更大的害處在於它對大眾的政策有很戲劇性的影響。對婦女角色的雙重價值觀，在很多國家意味著大眾和政客對幼兒服務和幼兒教育的支持有所不同。事實上，有些國家認爲支持幼兒服務等於誘使兒童離開他們的家庭。

以美國爲例，由於幼兒關顧服務不爲大眾支持亦不受重視，只在國家陷入危機時才較爲盛行，而危機過後，便在一般政策上被排除。這種「只有今天，沒有明天」的幼兒服務，帶來的是經費不足、課程不合適、不同法令與不同政策、不同的監管制度和行政手法等問題。在美國一項近期研究中指出，有 **90** 個不同的計劃由聯邦政府策劃，在 **11** 間不同的聯邦委託代辦機構推行，有 **20** 個不同的辦公地點 **(US General Accounting Office ， 1995)** — 服務的名目繁多，而各州所支持的計劃令這些項目的實施更趨複雜化。

在政治方面的雙重價值觀，結果是出現一些不協調、混亂的制度，令家長感到混亂而無所適從。薪酬一直都偏低，甚少人加入幼兒服務這行業，而每年有很多人 — 約佔 **40%** — 離開幼兒服務的崗位。提供幼兒服務者的能力有限，因爲最佳和最聰明的年青人對這行業不感興趣。可能最壞的情況就是大眾對幼年時期對幼兒發展的重要性一直不太關注。

在許多方面，幼兒服務捲入了惡性循環，令質素不斷下降。態度方面的不同價值觀影響了政治和資源方面的支持。由於支持不足，進一步腐蝕質素，矛盾地導致大眾進一步批評幼兒服務，強化負面的觀念。

定義方面

第三類的雙重價值觀來自定義方面的模糊不清，亦對幼兒服務的質素不利。雖然對「優質」的概念是略有所知，但具體上什麼才算是優質則頗多不同意見。什麼是理想的比例？在什麼情況？怎樣的行爲會導致「優質」的環境？「優質」的基本層次是什麼？直至最近，美國方面才達致有關「已作好準備」**(Readiness)** 這定義的共識，由一個國家委員會經過五年的時間才達成 **(Kagan, Moore & Bredekamp ， 1995)**。

另一方面，誰應爲「質素」下定義亦有含糊之處。現時，爲「質素」下定義的，有研究人員、專業團體，和各方面的支持者 — 而不是由提供服務者和家長作出定義。事實上，曾有人嘗試爲「質素」一詞的文化適切性擴至包括接受家長的意見，但卻不成功 **(Philips ， 1995b)**。當問及家長對「質素」的定義時，他們一般都不會如行內人士一樣，強調相同的特徵：他們甚少會注意組織方面的項目，如發牌照、立例等，他們會把立例的事看爲官僚主義而輕視這方面。家長傾向於強調安全、整潔、和提供服務者是否可信等問題 **(Larner ， 1996)**。家長甚至在幼兒的照顧安排方面亦要求不高，往往認爲他們的子女已在一些高質素的環境中，而這些環境在研究人員眼中卻認爲只屬低質素 **(CQCO 研究小組報告， 1995)**。問

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題在於家長和專業人士對質素未能有一致的看法時，很難達到高質素的幼兒服務。

要爲質素下定義頗具挑戰性，因爲甚至在描述這定義時應包括什麼亦往往有不同的價值觀。舉例來說，多年以來，我們曾從課室的角度考慮什麼是高質素，因此考慮到成年人和學童的比例，小組的大小，提供服務者的培訓和教育程度等。這些都是從「輸入」的角度看問題 — 課室的質素或服務的環境。他們沒有考慮整個課程的環境 — 如員工之間的互相溝通、計劃、或家長的感受等，作爲質素的指標。

再者，這種觀點並沒有考慮到應停止只把焦點放在輸入方面而忽略了輸出或結果方面，例如對兒童及其家庭成員的直接影響。事實上，在美國的幼兒教育工作者之間，仍有很多不同的價值觀，例如應該怎樣評估 3 至 5 歲的幼兒知道什麼和能知道什麼 **(Kagan, Rosenkoetter & Cohen, in press)**。但是，很明顯地，假如在質素這概念上，家長和幼兒服務的提供者之間，未能有一致的定義，而在什麼是兒童應有的行爲方面有所決定，幼兒關顧和教育的質素問題仍然陷於彊局而不能向前邁進。

第四部份原則和建議

原則

認識到這些趨勢和不同價值觀的本質之後，我們應如何達到優質的服務？幼兒關顧和教育的前景和異象是什麼？過去四年間，超過 **250** 位幼兒教育的專家和其他範疇的專家曾聚集在一起，爲要解決這問題。他們探索的結果快將出版，報告書的名稱是：**"Quality 2000 report, Solving the Quality problem : A visitor for America's early care and education system"**。書中提供了一些詳盡的、新穎的入手方法以達到優質的幼兒關顧和教育。這異象基於下列四個主要原則，其中多項對世界各國的幼兒關顧及教育亦適合：

1. 我們要從家長和社會的觀點來考慮什麼是高質素，亦要考慮到支持者、研究人員和提供服務者的觀念。
2. 我們要從長遠和策略性的角度考慮一些政策上的步驟，以達到高質素。重量不重質只會腐蝕我們所作出的努力，並對兒童構成不利的影響。
3. 我們在幼兒服務方面要考慮到兒童和成年人的整體經歷。在課室內和整個幼兒中心的質素亦應受到關注。
4. 我們要有一個概念，就是我們所有的服務是爲兒童和他們的家庭成員而設的，包括他們的父親在內。
5. 我們在設計和實施幼兒課程時，要有創新的意念，在評估這些課程對兒童、家庭和社群的影響時，亦應如此。
6. 我們要明瞭，高質素的課程不能沒有高質素的基本架構。基本架構是指優良的師資培訓和認可資歷的課程、良好的規例、並讓家長和社會人士有份參與。

"Quality 2000" 一書根據上列原則提出了八點長遠計劃的建議，將可實際地改善幼兒關顧及教育的質素。這些建議頗爲嚴謹，但我們若要提供一些真正能對兒童及其家庭有利的服務，這些建議必須認眞考慮。請緊記，這些建議應在 **20** 年之內實施，而且全面實施。

建議一：課程設計宜有創意：改善課程和課室的環境

至 2010 年時，幼兒關顧及教育的課程將會採用一系列已証實有效的教學方法，爲達致高質素，讓員工能靈活地、有創意地、及以符合成本效益的方法教學。

要解決質素的問題，並讓未來世代的兒童準備好迎接下一世紀的要求，在幼兒關顧及教育課程中需要有戲劇性的改革。根據研究和實踐的經驗，有多種方法可以組織教職員和兒童以達致高質素的課程。改善課程的質素的意思，是要容許探索新的意念和策略。爲要達到這目標，課程應：

a.　有更大的靈活性，在員工的配搭和兒童的組合方面，分配兒童與教師的比例時，宜考慮到教師的資歷；
b.　集中改善課程的整體機構氣氛；
c.　增加對文化的敏感度；和
d.　把課程與其他社區服務聯系。

建議二：應以家長和家庭成員爲幼兒關顧及教育的核心

至 2010 年時，所有幼兒關顧及教育的課程將顧及兒童、家長和家庭成員的需要；這些課程將讓家長和家庭成員參與，成爲課程的夥伴。作爲有效的消費者，家長將獲得他們所需的易於了解的資料，而工作地點亦將會方便家庭成員的參與。

本建議提出一個新方向，以家庭作爲幼兒關顧及教育的核心成員。特別要強調的就是，要提高質素和改善服務的效果，家庭成員必須成爲這些服務的有效消費者，積極地參與兒童的課程，成爲夥伴之一。要達到這方面，課程必須支持家庭成員的需要，並對四週環境和政策有所回應，方便成年人的多方面角色，作爲就職人士及家庭成員，課程亦必需讓家長能積極參與其子女的課程，成爲夥伴之一。

建議三：應以家長和家庭成員爲幼兒關顧及教育的核心

達到 2010 年時，以「強項成本」的成效將會帶動計劃、教學方法、評估方法和高質素幼兒關顧及教育的問責。「強項成本」的成效，將包括兒童應能表現的技巧和知識，包括兒童發展的各範疇 (社交、情緒、體能、認知和語言)，並考慮學童、家人及社會的情況，以促進這些方面的發展。

轉向「強項成本」的成效，焦點放於兒童所能做到而不是他們所欠缺的或課程所提供的。清楚地介定成效，幼兒工作者可更準確地滿足個別兒童的應有成果。這樣可以兒童的發展需要作爲教學的基礎 — 而不是他們上了多少時間的課，或上了多少個課程的單元。簡而言之，集中於成效向公眾提供所需的資料，讓公眾可以作出策略上的決定，而向專業人士則提供所需資料以改善教學方面的實踐。

建議四：教職員持有專業執照

達到 2010 年時，所有在幼兒中心及家庭式幼兒院負責工作的員工都必須持有執照。要獲得這些執照，員工需完成高程度的培訓及接受適當的教育，並能表現足夠的能力；要繼續持有這些執照，員工需接受持續培訓及教育。

教育工作者接受更多的培訓及教育 — 包括通識的教育及幼兒課程在內，可令他們有更佳的技巧以協助幼兒成長及發揮其潛能 (Arnett ， 1989 ； CQCO Study

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Team，1995；Fosberg，1981；Philips & Howes，1987；Ruopp, Travers, Glantz & Coelen，1979；Schweinhart Et al，1993；Whitebook et al，1989)。再者，個別幼兒工作者需持有執照讓他們對所任職位更有投入感，減少員工流失率及其對學童的負面影響。

要達到這目標，我們必須發展幼兒服務行政人員的執照，爲幼兒中心及家庭式幼兒關顧支持服務的主管而設。爲幼兒中心和公立學校教導 3 至 4 歲的教師發展幼兒教育工作人員執照，及爲所有在幼兒中心及主要大型的家庭服務中心的助理教師設立幼兒教育助理執照。個別人士如未接受有關的訓練和所需的教育，但對幼兒發展及教育有興趣，亦有這方面的能力，願意委身在這行業及接受訓練者，可加入爲基礎的工作員。

建議五：擴展培訓的內容及教育幼兒工作者

到達 2010 年時，幼兒關顧及教育的培訓將擴展至能顧及有效的教學方法、管理及領導人才各方面。

幼兒關顧及教育工作者的培訓內容，及行政人員的培訓課程是高質素的幼兒服務系統的基礎。但這方面往往未能全面追上對他們工作所需的要求，更談不上要面對新世紀的挑戰。因此，在培訓師資方面特別要有以下各項的改革：

a. 參與及支持各家庭成員；
b. 發展文化方面的能力；
c. 照顧幼嬰和襁褓幼兒的技巧；
d. 照顧有特殊需要的兒童；
e. 管理及領導的技巧；及
f. 與服務人群的工作人員相處的技巧。

建議六：撤除豁免制度及切實執行按設施發執照的要求

到達 2010 年時，所有向公眾提供幼兒關顧及教育服務的課程必須持有執照，而這政策必須切實執行。

消費者應有權利知道幼兒關顧及教育的課程是受管制的 — 因此，有基本的標準以保障他們的子女在就讀這些課程不會受到損害。再者，這些執照的頒發應撤除任何豁免的制度，按所具有的設施而頒發執照的政策應切實執行，而執行者必須有所需的資歷和經驗。

建議七：籌集新經費並撥出百份之十作爲維持質素[3]及基本架構之用。

到達 2010 年時，應有多個組織 — 包括公眾人士、商界、政府、家長及社團 — 將會籌集經費以支持高質素的幼兒關顧及教育制度。此外，爲此而籌集得的經費應撥出百份之十直接用作維持基本架構之用。

足夠的經費是解決質素問題和確保有平等機會接受高質素課程的要點。經費不足的問題現時影響很多國家的幼兒課程及其在改善質素方面所作的努力。正如公共教育方面的投資 — 公眾人士，而不是直接的消費者，透過這方面而獲益。因此，公眾人士亦應有責任負擔幼兒關顧及教育的經費。因此我們呼籲在公共開支方面應增加對幼兒服務的撥款。爲幼兒服務的籌集資金方法應採取漸進的方式，多收

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入的應多作出貢獻。收入的百分之十應用於支持基本架構及促進質素方面的開支，如培訓、領取執照、獲取所需資歷及員工福利補償等。

建議八：創立一種監管架構，讓幼兒關顧及教育的課程能全部互相連繫及協調。成立校董會或議會，監察幼兒服務高質素的持續。

爲了解決幼兒關顧及教育系統缺乏協調的情況，並創立爲幼兒及其家庭成員的持續服務，應在不同層次設立一些監管的機構。透過評估社區對幼兒服務的需要，並按此計劃所需的服務，一個有效率的監管制度能幫助兒童及家長之間的持續關係。有效率的監管亦能強化及協調基本架構內的各成員，對課程的質素尤其重要。監管架構能確保所需用於支持高質素幼兒服務的資源能有效地分配，合乎成本效益的原則。

這種監管架構能：

a. 讓消費者及其他市民能參與一種綜合的幼兒服務及教育需求評估及計劃的工作；
b. 決定如何利用本地的基本建設資源以促進高質素課程，讓更多人可就讀；
c. 設立表現的基準，以評定兒童受教育後的成果，並按當地的強項、需要、優先次序和資源制訂標準；並
d. 提供途徑讓市民可向政府有關部門問責，查詢是否已滿足幼兒服務的需要。

綜合這八方面的建議，可組成一個行動計劃，應能創出前所未有的高質素幼兒服務。對世界各地的幼兒教育工作者來說，問題不再是：「是否會有一個改革質素的運動力？」，而是：「改革是否仍然隨意、鬆散，抑或會抓緊所必須的支持，以繼續向前推動，並有一致的異象和策略？」數以百萬計的兒童及其家庭未來生活的質素，取決於我們能否解決幼兒關顧及教育的質素危機。當我們踏進一個新紀元之際，這世界的生命力和福祉，繫於這問題能否獲得滿意的解決方法。

Quality Assurance in China's Early Childhood Education

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Early childhood education in China is undergoing reform and is developing rapidly. In this presentation I shall talk about ways in which it has improved and ways to ensure its quality.

I. A strong need from the society

The Chinese have a tradition of being kind to the young. A well-known statement : "Nurture my child, and extend this to other's children " reflects a common knowledge and a common attitude. The society is very concerned about the quality of education for young children.. Relying on agriculture and lacking a system of social security in the past, parents naturally put all their hopes on children. In those days, children were expected to look after aged parents and to bring "glory and honor" to the family. The notion of filial piety still exerts a strong influence on Chinese socialisation practices.

In China today, there is an amalgamation of traditional and modern social values. Parents no longer feel obliged to raise a child as an insurance for one's old age as many of them are employed and because many of them have confidence in the social security system. Due to the influence of Western culture, more emphasis is put on striving for personal advancement . However Chinese cultural values and the concern with "Face" leads some parents to make high demands for academic excellence in their children. Some parents also feel that because they did not have the opportunity for higher education, their children should make the best of what is available.

The one-child policy has aggravated this expectation for over-achievement. Parents often exert tremendous pressure on the single child to excel. The parent policy on birth control has encouraged young couples to marry later and give birth later. The government advocates that each family should be limited to one child only. The rationale for this policy is: China has a vast of population and little resources, per capita arable land is scarce, the availability of fresh water is only about one quarter of the world's average, and the economic development in society is uneven. Even under the present stringent birth control policy, the Chinese population by the end of 1995 was 1.2 billion, of these, 343 million fall in the 0 to 14 age group. In 1994, the total number of births in China amounted to 210 million, almost equal to the entire population of a medium-sized country. Reducing the birth rate can relieve the pressure of demands on monetary funds and other resources. The society is satisfied with the present condition of meeting the children's needs and improvements on living standards. Thus, it is anticipated that this policy will continue for quite a long time.

The psychological profiles of only children in China are in similar to those of only-children in other countries, but differ in other respects. One of the most obvious differences is that parents have great expectations for their children.

One-child families have much better living standards, and parents tend to put in much energy, resources and efforts to their children. In recent years, the 4 (grandparents) 2 (parents) 1 (child) family model, plus the over-indulgence by the family members have led to a situation which makes early childhood education often beyond the means of most parents.

Parental and societal expectation has raised the expectation for early childhood education, and has become its motive force.

II. Intrinsic need of preschool organisations

In recent years, China has established a market economy. The improvement of the quality of early childhood education is not only demanded by external forces, but it is also an intrinsic need of preschool organisations. First, in most districts in our country, the problem of preschool entrance has basically been solved. At present, the main problem is getting enrolled in a good preschool. In other words, parents primarily demand high quality education. Those who send their children to preschools are mostly young parents who have had at least a secondary education. They understand the importance of nurturing their children at an early age, and they are critical of the quality of early childhood education programmes. In addition, present reform also allows parent to choose their own preschools, unlike practices in the past which restricted children to study near their parent's workplaces. As a result, preschools with poor quality have insufficient enrollment whereas those of high quality become over-enrolled.

Second, in the past, preschools in China were sponsored by large enterprises and the Government, and child-care was a fringe benefits for workers. This is still the dominant arrangement in the city. However, the system is under revision and preschools now have to be responsible for their own earnings and deficits. Therefore, some poor quality preschools cannot operate due to insufficient enrollment, while other preschools enjoy good economic returns and a cycle of high quality - high returns - higher quality emerges. For example, as the preschool attached to the Sixth Textile Factory in Qintao has raised its quality of education from 1994 to 1995, other preschools in that district lose out in the competition, and workers in other units try very hard to send their children to this preschool. Hence, to survive and develop further, preschool organisations must improve the quality of their educational programmes.

III. Changes in Legislation

Since the 1990s, the Chinese Government has actively followed the reform policies on child survival, protection and development mandated by the World Summit for Childrenand the U.N. ChildrenAction Plan. Upon these mandates to reform national policies on children's welfare, the Chinese Government has implemented the Ten Year Central Plan on children policies which has promulgated ten objectives and strategies for achieving the mandated reform for child development and reform in the PRC's Educational Policies in China until the year 2000. In regards to early childhood education legislation, the National Education Committee has established Nursery Regulations as guidance for early childhood teachers since June 1, 1996. In other areas concerning children welfare, legislation has been adopted to protect Chinese children welfare. These laws give preschool workers clear directions, and they make preschool work protected by the law. Nursery Regulations clearly spell out that preschool education is an organismic component of basic education, the foundation of formal education. It also sets out duties of preschool workers (based on the dual function of childcare and education), to develop the preschoolers' physical, intellectual, moral and aesthetically needs, and to promote sound development of preschoolers, major objectives of preschool childcare and education, and guiding principles and demands on all aspects related to preschool work.

IV. The Development of Teacher Training for Early Childhood Education in China

In China, a system for teacher training for early childhood education is already developed. Teacher training for early childhood education include pre-service and in-service training. For the past few years, teacher training for early childhood education has focused on pre-service training. Pre-service teacher training courses are offered by Early Childhood Education section of Teacher Training Schools. Teacher Training Schools for Early Childhood Education are now studying way to enhance teacher education by improving the curriculum, syllabus, teaching materials and methodology for Early Childhood Education. As the educational situation has been changing, the need for in-service teacher training is increasing. Various kinds of in-service training courses have been developed. They include refreshers' courses (teachers will have study-leave from their teaching for a period of time); part-time day-release course (teachers are released from schools for several hours each work) and staff development program and seminars organized within nurseries.

The quality of the principals of the nurseries is important in managing a good nursery. A good principal can run a good nursery. Recently, nursery principals' training has been considered important all over the world. To supervise nursery principals' training, the National Education Committee had experts writing "Training Guidelines and Teaching materials for Principals of Nurseries" and two documents : "About the Qualification, Responsibilities and Requirements for Nursery Principals in Operating Nurseries" and "Suggestions for Nursery Principals Training for Operating Nurseries".

V. Implementation of theories

To ensure that the quality of Early Childhood Education will be promoted, we particularly emphasise the necessity of putting theories into practice. Without practical action, the theories or principles will be empty theories. Likewise, action without theoretical support is not recommended.

At present, Early Childhood Education in China values the change of educational philosophy and the development of new educational concepts which are important for promoting the quality of the teachers and principals of early childhood education. We particularly emphasise the need to respect children's rights, individual differences in children and maturational timetables. We emphasise the importance or enhancing children's early development and learning through developmentally appropriate guidance and appropriate environments.

A change in the beliefs and knowledge in pre-school education has brought about a new rationale for nurseries. A didactic teaching style and mechanical-drilling methods are being replaced with a system which is more child-oriented and that employs different educational activities. Traditional standard assessments are also being replaced with methods that measure the strengths and weaknesses of each child, in order to develop individual potentials. Teaching materials are being tailor-made to suit different abilities, interests and needs. During this transitional phase, pre-school teachers are acquiring new concepts and beliefs and co-operating with educationalists in order to integrate theory into practice. In recent years, pre-school educators from China have been actively seeking opportunities for professional exchange to learn theory and practice, and to gain a better understanding of developmental characteristics, and teachers' characteristics. They have been working together to derive a new philosophy and strategy appropriate tpre-school education in China.

We are aware that the restructuring of an education system is a long process. Acquiring new knowledge is relatively easy, whilst new beliefs need to be repeatedly reinforced. Once a belief is clearly identified, methods of reform can be explored. China is in the process of restructuring and reforming its pre-school education. Most teachers are particularly concerned with the new educational approach and most provinces have designed a new set of teaching materials.

VI. Community, Family and School - a partnership in Child Rearing

At present, pre-school education totally relies on formal education directives which include child care centres and primary schools with affiliated pre-school sections. Due to the discrepancy in the economic development between provinces as well as the fact that provinces are scattered formal pre-school education is not able to meet all the different demands. In recent years, informal education has become increasingly popular in less developed provinces. This informal education is performed using a number of formats. These formats include children's activity centres, play stations, movable tutorial classes and family guidance centres. However, the format depends entirely upon the culture and suitability of the different localities. For example, a portable, educational facility, which can be transported from area to area, is the most appropriate form of pre-school education in Mongolia.

Since the development of pre-school education cannot be separated from the influence of society, the government is determined to implement the "planning guide to child development in the 90s" and to derive the 3 bests (best birth, best upbringing and best teaching) task force. They will call upon the whole society to establish and organise the work for children. Thesetting up of an informal education system will be carried out mainly by the community. Both the province and village community will invest money and human resources to establish an ideal setting for informal education, with support and guidance from formal education institutes (school, childcare centres) and professional teachers. Each will assist in different capacities such as writing proposals, planning, the training of teachers, and teaching (if necessary).

Quality parenting reinforces quality early childhood education. According to the findings from nursery education, the closer the rapport between parents and nursery, the better the education the child will receive. Hence, a nursery should adopt different approaches to promote parental education, such as the establishment of a parents' association, parents' meetings, open days and a parent-school communication log book.

A Parental Education Research Association has been established at the national level, with the setting-up of numerous parent schools in many provinces, in order to conduct informative seminars on effective parenting and disseminate knowledge. The Parental Research Association, formed by the All Nation Women's Federation, has members which include teachers, doctors and other relevant professionals. Parent education centres are usually organised by schools, however some of them are founded by the community. For instance, some communities have organised a grandmother class' or grandfather class'. Through widespread publicity, the quality of parenting has been improved. Traditional misconceptions have been corrected, and parents no longer view their children as possessions or an extension of themselves, but acknowledge them as individuals. Concepts like respecting children, understanding children, nurturing them according to their developmental needs, have been widely accepted.

中國幼兒教育質素的保証

世界幼兒教育聯會--香港分會
第三屆國際研討會
主題演講嘉賓：陳幗眉教授
北京師範大學

中國幼兒教育正在改革和迅速發展。本文主要談談促進和保証中國幼兒教育質素幾個方面。

一、 社會的強烈要求

中華民族有“慈幼”的歷史傳統。“幼吾幼，以及人之幼”，是人所共知，也是人所共有的心態。全社會對保証和提高兒童教育，包括幼兒教育質素，都非常關心。

中國家長（包括父母和祖父母輩）的“望子成龍”也是一種傳統心理。爲人父母，一般都希望自己的孩子長得好，而中國父母對孩子的過高期望則較爲突出。這和中國社會的發展背景有關。中國古代社會是以自然經濟爲基礎的。長達幾千年的中國社會是宗法等級制度的社會，依靠以血緣爲紐帶的家族關係來維繫，小農經濟社會，缺乏社會保障系統，父母也只能把未來生活的希望寄托於子女身上。“養兒防老”，希望子女“光宗耀祖”，確是當時人們生活之所需。家族文化的傳統思想和觀念，深深地在中華民族子孫們的腦中打下了烙印，以至於時至今日還在起作用。

當代中國的幼兒家長“望子成龍”心理背後的動因，和社會已有很大不同，傳統思想與現代社會的觀點有所融合，“養兒防老”的思想已經較爲淡薄。一方面是由於年輕父母就業比例很高，他們對年老後生活的社會保障有信心。另一方面受西方文化的影響，較多注重個人奮鬥。但是，“望子成龍”的心理依然強烈。主要來自其他，比如：虛榮心。中國的封建倫理道德傳統，嚴重禁錮了人們（特別是女性）的個性，使得人們十分關注道德自我，同時有較強的虛榮心。“愛面子”和“攀比”心理使父母把孩子表現的“好”與“差”和自己的自尊心緊緊地聯繫在一起。“補償心理”，父母希望在孩子身上補償自己過的不足，有的人由於自己未能取得高學歷，對孩子的學業成績要求甚高；有的祖父母因過去對子女照顧過少而希望在孫子身上補償，等等。

獨生子女現象使父母期望過高之心更切。因爲只有一個獨苗苗，所以只許長好，不容長得“差”。現行的計劃生育政策，即提倡晚婚晚育，少生優生，提倡一對夫婦生育一個孩子，這是出於中國基本國情的需要。這種國情是：人口多，底子薄，人均耕地少，人均淡水資源只及世界人均水平的25%，社會經濟發展不平衡。即使在現行計劃生育政策下，1995年末中國人口達到了12.11億，其中0-14歲兒童爲3.43億。1994年全年出生人數仍2104萬，相當於一個中等國家的人口總數。出生率降低，新生兒減少，可以緩解對資金、財富、資源需求的壓力，使社會對滿足現存兒童需求的各種條件得到改善。所以，計劃生育政策仍然不得不持續推行相當長的時間。中國獨生子女家長的心態和國外一些少子女的家長有共同之處，也有不同，其中突出的不同之處，在於中國獨生子女家長對子女的期望過高。

獨生子女家庭的優越條件，突出表現在家長對子女投入的精力、財力比較集中。近年來人們生活水平的普遍提高，使家庭對幼兒教育的投入有所提高。再加上現時中國的“四（祖父母）二（父母）一（子或女）”家庭結構模式和以祖輩爲核心的家族緊密關係，使一個幼兒的需要較容易得到姑舅等的幫助，從而出現幼兒教育的投入往往高於父母的承擔能力。

社會家長的心態，向幼兒教育提出了高要求，同時成爲促進幼兒教育發展的動力。

二、幼兒教育自身的需要

近年來，在中國經濟體制改革大潮中，市場經濟的建立，使提高幼兒教育質量的問題，不僅是幼兒教育機構外部的要求，而且成爲幼兒教育機構（主要形式是幼兒園）自身的迫切需要。首先，在我國廣大地區，幼兒入園難的問題已經基本解決，目前的主要問題是入好園難。也就是說，家長對幼兒園的要求主要是在提高教育質量。現在送幼兒入園的家長，基本上都是具有中學以上文化水平的年輕人，他們懂得從小培養人才的重要性，他們也能夠對幼兒園的教育質量評頭品足。加以現在的改革，使家長不再像過去那樣，送孩子入園受工作單位的限制，而有了自己選擇的餘地。因此，

一些質量較差的幼兒園，就會出現生源不好的形勢，而質量好的幼兒園，則出現“爆滿”之勢。

其次，中國的幼兒園過去大量是由國家和企事業作爲福利事業爲自己的職工子女辦的。在城市，這一類幼兒園甚至是主體。在經營機構轉換和幼兒園辦園體制改革過程中，幼兒園改爲自負盈虧地經營。於是，質量差的幼兒園甚至由於生源不足而停辦，質量好的幼兒園則經濟收入相當好，出現優質量--優效益--再提高質量的良性循環。例如，青島市第六棉紡織廠介紹的經驗表明，1994-1995 兩年中，由於幼兒園保教質量的明顯提高，該廠宿舍區的其他幼兒園（多是私人辦的）全部被擠掉，社會上他單位的職工也想方設法把子女送到六廠幼兒園。

因此，爲了自身的生存和發展，幼兒教育機構必須提高質素。

三、法律法規的逐漸完善

九十年代以來，中國政府積極貫徹世界兒童首腦會議通過的《兒童生存、保護和發展世界宣言》和《執行九十年代兒童生存、保護和發展世界行動計劃》，認眞履行聯合國制定的《兒童權利公約》，結合中國的實際，制定了《九十年代中國兒童發展規劃綱要》，該綱要提出了到 2000 年中國兒童發展的十項主要目標和實現這些目標的策略與措施，《中華人民共和國教育法》是中國教育工作的大法。根據《教育法》，由國家教委定的《幼兒園工作規程》是指導幼兒園工作的法規，亦已於 1996 年 6 月 1 日正式頒佈。此外，還有《未成年人保護法》、《母嬰保健法》等一系列保護兒童權益的法律法規。些法律法規給幼兒教育工作提出了明確的方向，並使幼教工作有法可依。

《幼兒園工作規程》明確規定幼兒教育是基礎教育的有機組成部份，是學校教育制度的基礎階段。《規程》規定了幼兒園的任務（保育和教育相結合的原則，對幼兒實施體、智、德、美全面發展的教育，促進其身心和諧發展）、幼兒園保育和教育的主要目標、以及對幼兒園各方面工作的指導思想和要求。

四、幼兒師資隊伍的建設

中國幼兒教育的師資培訓已經有了成套的體系。師資培訓包括職前培訓和在職培訓。多年來，師資培訓重點在職前培訓。職前培訓是由專門學校--幼兒師範學校設在師範學校中的幼兒師範班等負責完成。幼兒師範學校正在研究如何使師資培訓適應時代需要的問題，進行課程、大綱、教材和教法的改革。近年來，由於形勢的急劇變革，在職培訓的要求空前高漲，各種類型的培訓班如雨後春筍般地發展起來，培訓有脫產（一段時間離開工作崗位）、半脫產（每周有若干小時離崗學習）和在園業務學習和研討等。

幼兒園園長的素質對於辦好幼兒園是至關重要的。一個好的園長，可以帶出一個好園。近年來，各地非常重視對幼兒園園長的培訓。國家教委專門頒發了《關於開展幼兒園園長任職資格、職責和崗位要求》和《關於開展幼兒園園長崗位培訓的意見》等兩個文件，並組織專家編寫了《幼兒園園長崗位培訓大綱和教材》，以指導培訓工作。

五、理論與實踐的緊密結合

爲保証幼兒教育質素的不斷提高，我們特別注重理論與實踐的結合。因爲，沒有實際行動的理論是空洞的理論。沒有理論指導的行動則是盲目的行動。

當前中國的幼兒教育十分重視轉變教育思想和樹立新的教育觀念，並以此作爲提高幼兒教師和幼兒園園長質素的重要內容。其中特別強調：尊重兒童、尊重兒童的人格、兒童的權利；尊重兒童身心發展的規律，注意發揮兒童的主體作用；重視個體差異，要促進每一個兒童在原有水平上得到充份的發展，重視教育過程中引導兒童學習與發展；強調創設良好的環境，爲兒童提供表現和學習、探索與體驗的條件；要使兒童在體、智、德、美諸方面和諧地發展，加強品德和社會性方面的培養，等等。

認識和觀念的轉變已經使幼兒園出現了新的氣象。比如，改變了只有教師說、學生聽的以教師爲中心的局面，逐漸建立起新型的師生關係；改變了以全班上課爲唯一教學形式的課堂爲中心的局面，開展多種形式的教育活動；改變了以一把尺子作爲評價全體兒童的標準，認眞研究每個兒童的個體差異，並幫助其發展；改變追求知識灌輸，能力機械訓練的教法，強調促進兒童在主動活動中發展；改變只備物、不備人的備課方式，強調有意識地觀察兒童，注意其能力、需要和興趣，針

對兒童的實際進行教育。在幼兒教師學習新教育思想和教育觀念的過程中，幼教理論工作者發揮了重要的作用。他們和在幼兒園第一線的教師們共同合作，努力使理論和實際緊密地結合。他們把理論知識和新的教育觀念傳授給幼兒園教師，同時也和教師們一起研究在幼兒園每日每時的教育活動中如何落實這些理論和觀念，然後把實踐中的經驗總結起來。

近年來，中國的幼兒教育工作者積極開展國際交流，學習各國的幼兒教育理論和經驗。同時用心研究中國的幼兒教育實際，包括中國幼兒成長的環境，幼兒生長發育的特點，以及中國幼教師資的特點等等。我們需要有適合中國國情的幼兒教育理論和實際工作策略與方法。

大家認識到，轉變教育觀念是需要一個長過程的。獲得新知識是比較容易的，使知識變爲指導行動的信念、觀念則需要反覆的實踐。教育觀念明確以後，用什麼樣的教育行動表現出來，也需要反覆探索。中國幼教領域現在正處於生機勃勃的改革和探索中，廣大幼兒教師特別關心的是要掌握在新觀念指導下的教育行動方法，各地也已經總結出了一批經驗，出版了一些教材。

六、社區、家庭、學校共同促進幼教發展

當前中國的幼兒教育是以正規教育機構爲主的，包括幼兒園和小學附設的學前班。但是中國地域分散，經濟發展不平衡，單純依靠正規幼兒教育機構是不能滿足需要的。近年來，非正規學前教育得到了更多的重視，在貧困地區尤爲明顯。非正規幼兒教育的形式是多樣的，如幼兒活動站、遊戲點、巡迴輔導班、家庭輔導站等等。這些形式都是因地制宜的，比如在內蒙古草原就利用“大篷車”流動教學。

幼兒教育的發展離不開社會的大環境，爲貫徹《九十年代中國兒童發展規劃綱要》而組織的“三優（優生優育優教）工程”，就是動員全社會組織起來，合力辦好兒童工作的措施。其中非正規幼兒教育工作，主要是由社區組織的。鄉、村級社區努力投入財力、物力，並動員村民共同爲開展非正規幼兒教育提供條件。非正規幼兒教育的開展，往往依靠正規教育機構（學校、幼兒園）和專職幼兒教師的支持和指導，包括幫助制訂計劃、設計活動、培養教師，甚至臨時擔任教師等等。

家長質素對於保証幼兒教育的質素，是十分重要的。幼兒園的實際經驗証明，家庭和和幼兒園合作得好，幼兒園工作就做得好。因此，幼兒園用多種形式做好家長工作，包括組織家長委員會，定期召開家長會，實行家長開放日，設立家園聯繫本等等。

中國各省普遍建立了家庭教育研究會，各地普遍開辦了家長學校，給家長講授家庭教育知識，傳授教育子女的方法。家庭教育研究會是由各級婦女聯合會組織的，其成員是由關心家庭教育的教師、醫生和各界人士組成。家長學校大都是由學校或幼兒園來組織，也有的是社會力量辦的，如街道有“奶奶班”、“爺爺班”等等。經過大量的宣傳教育工作，廣大家長的質素有所提高，傳統錯誤觀念有所改正，例如原先把子女看作私有財產的父母，認識到應該把孩子看作具有獨立人格的社會成員。尊重兒童，理解兒童，按兒童發展規律促進其成長的觀念，已逐漸被廣家長所接受

（注：作者爲北京師範大學教授，博士生導師，中華全國家庭教育學會副會長，中國家庭文化研究會常務理事。）

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Yin-Yang as a sensitive way of evaluating early childhood education

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Greetings. I am pleased to be here. I visited Hong Kong in 1989 for an international early childhood conference and again in 1990. I was invited to speak with you today particularly because of my involvement with defining high quality early education and advocating for standards for early childhood programs. I have been asked to focus on ways of evaluating early childhood education.

An overview.

During my discussion of ways of evaluating, I use the term 'early childhood education' as a general label for programs and services for young children to about eight years of age; and, I use the term 'educator' for all adults working with young children. First, the *Yin-Yang* metaphor and a few related concepts will be explored. Collectively, these provide a framework for evaluating early childhood education. Then using the *Yin-Yang* symbol as a metaphor, we will explore some ways that early childhood educators might evaluate their daily practices, interpret and reflect on them and then decide about their on-going educational actions and changes. The ultimate aim of evaluation is improving and blending together holistic, quality early childhood programs for young children. I propose that educators make quality decisions across five features of early childhood education.

A metaphor and several concepts.

The *Yin-Yang* metaphor. *Yin-Yang* is an Oriental symbol of the continuous interplay of apparent opposites, that are really complementary or parts of a harmonious whole. The symbol represents an ancient duality in human understanding of nature. The image that this metaphor evokes is much more than black or white. Traditionally, *Yin* qualities included ... femaleness, receiving, downward, earthly/shade, soft, yielding and emotional; where as, *Yang* qualities encompassed ... maleness, giving, upward, sun/sky/light, strong/rigid, unyielding and reasoned. It is believed that harmony results from alternating our focuses and combining the strengths of the two parts. The metaphor of *Yin-Yang* can reflect the dynamic nature of early childhood education and the processes of balancing differing world views about quality; that is, a view of reductionism, fragmentation and generality and a view of holistic, flowing and the significance of the particular. As a metaphor, it offers a flexible middle way along a curved line. The curved middle way becomes the meeting point of different educational standards as well as a touchstone for evaluation.

This means that educational standards vary and thus personal-professional dilemmas are created for and by educators. For early education, *Yin* represents softer ways and the more particular, while *Yang* reflects firmer standards and the more generalised.

Notions of quality. Quality is a subjective concept that has various meanings; and thus, it is difficult to define. This difficulty is magnified when the word quality is applied to people and educational programs. Education and business offer diverse cases for defining quality; they represent *Yin* and *Yang*.

Blurry educational images - Yin. Quality ought to be a fundamental aim within all early childhood settings and high quality ought to be the ideal across the whole early education profession. But, how do we define quality and evaluate it?

Many of the current conversations about 'high quality' and 'best practices' reflect a process of taking apart everyday words and changing the contexts; this is "an approach grounded in the vocabulary of the market" (Jackson, 1995, p.286). It is like advertising and may not fit well for early childhood education. If the notion of quality is to be used meaningfully in education, we must be clear about it's boundaries and uses. In order to judge quality, it is necessary to define and limit its meanings specifically for early childhood education. Quality can be defined in four parts: there must be standards; the purpose of the process must be understood (our process is education); it is necessary to identify multiple and specific aspects for comprehensive evaluation (five features are discussed later); and, in order for people to make penetrating judgements about quality, they must have knowledge and experience with both the process and the service (educational organisations and settings) (Seedhouse, 1995, pp.278-280). Seedhouse's notion of quality is more *Yin*-like because it is more complex and humane.

Clear business definitions - Yang. Business people talk of quality circles and TQM (total quality management). 'Total' refers to every person, process and aspect of an organisation that is important for contributing to a quality service. 'Quality' means that the product or service has the characteristics that customers or clients want; and, it has been created without waste. Hopefully, 'waste' is meant to be an environmentally friendly aspect. In a business sense, 'quality' equals predictable uniformity, dependability, appropriate cost, and suitability for people's needs. TQM's 'management' extends beyond this and is explored later within an organisational feature. High quality is more than the collection of these definitions. TQM is more *Yang*-like because of its maleness, unyielding.

Concepts about evaluators and evaluating early education. The kind of evaluation suggested here is generally more soft, deep and meaningful, representing *Yin*. It is less of an evaluation that is fragmentary, hard and fast, or numbers, which relate more with *Yang*. Based on the concepts presented here, the proposed approach views all adults working with children as educators who are professional actors rather than lay or passive consumers or educational objects or subjects within larger educational settings or systems. This approach is premised on educators' lifelong learning and commitments to education. As a *Yin* concept, it is a form of participatory action research that encourages adults to use prudent and sensitive, holistic ways of continuously evaluating early education. These educational evaluators are action researchers and decision-makers.

Following the sensuousness of people and their complexity and interrelatedness, I propose several qualitative or *Yin*-like approaches for evaluating the essential features of early childhood education. Therefore, this evaluation is continuous and systematic, holistic and yet particular, with the following paths to evaluation ... self-study, peer-cooperation and shared-reporting. This evaluation is based on both the experiences of educators which are exposed as their personal-practical knowledge and the use of professional and educational standards which provide a *Yang* orientation. Our images of children and our concepts of childhood influence what we evaluate and how we evaluate early education. The balancing of different values happens along the curved touching line of the *Yin-Yang* symbol; it is the meeting point of educators' dilemmas about incompatible beliefs. It is where decisions are negotiated and evaluations are made. The notion of evaluation being educative, not just an act of accountability, is at the heart of this concept and approach.

First, the three paths for this evaluation process are conceptualised and then specific ways or tools for evaluating early childhood education are explored. **Self-study** is a path for educators to explore what they are doing, when and how, and why certain principles are adhered to and particular practices evident. Educators can use a sequenced process for self-study ... gather; analyse and evaluate teaching information; decide on actions and set goals; identify barriers and enablers; plan events and act upon them; and finally, reflect on the consequences before returning to do more gathering. **Peer-cooperation** is a path for educators to work together across an educational organisation with relevant reflection. The direct involvement of educators and parents may vary with the feature of the early childhood program and the timing of the particular organisational activity. Peer-cooperation is a type of working as a team. **Shared-reporting** is a path for educators to pool ideas and perspectives in order to systematically and continuously improve their contributions to young children's lives within early education settings. Records of talks and samples of writing may document streams-of-consciousness -- they will be whole and personal, they may be visions or personal struggles.

By working together, educators can encourage and support one another in meaningful evaluations of their early childhood education principles and practices. Parents can cooperate in this sharing.

These three paths for evaluation reflect being human - both emotional and intuitive - with some balancing of this humanness with the *Yang* of being clear, logical and in-control. The resulting evaluations are useful to educators as professionals and valuable more broadly for early childhood programs. The concept of reflective action is appropriate here; "...[it] entails the active, persistent and careful consideration of any belief or supported form of knowledge in light of the grounds that support it and the consequences to which it leads. Routine action is guided primarily by tradition, external authority, and circumstance" (Zeichner & Liston, 1987, p.24).

According to Van Manen there are three levels of reflection: technical rationality, practical action and critical reflection (1977, in Zeichner and Liston, 1987, pp.24-25). I propose that you explore these meanings of reflection and try them; because, such reflective action is linked with open-mindedness and responsibility, whole-heartedness, keen observation and reasoned analysis. These are characteristics that early childhood educators ought to display proudly, like peacocks display their tails as rainbow fans. The metaphor of *Yin-Yang* plus notions of quality along with self-study, peer-cooperation and shared-reporting form a collective starting point for selecting specific everyday ways of evaluating.

A simple review of the *Yin* and *Yang* placements so far is summarised in the following table:

	Yin	***Yang***
metaphor		
	black	white
quality		
	4 parts	TQM
evaluation generally		
	soft, deep, meaningful	hard, fragmentary, numbers
paths		
	self-study peer-cooperation shared-reporting	

Specific ways of evaluating essential features of early education.

Self-study, peer-cooperation and shared-reporting provide a converging path to the evaluation process for early education. The quality dimension along this path is identified through our early childhood practices. This

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identification happens by reviewing our values and beliefs about children, our language and folklore of child rearing, our ways of constructing early childhood education. Such a review is the `purpose' within the concept of quality. We will consider evaluation across five features of early childhood education -- organisational processes as a `climate'; adults as educators; children as learners; relationships as the essence; and, settings as `still life' educators. I believe that these features go beyond Zeichner and Liston's (1987, p.26) discussion of `commonplaces of teaching' which are drawn from Schwab: someone/teacher; teaching someone/student; something/curriculum; and, some place and time/milieu.

For all five educational features, meaningful evaluation includes gaining some substance from standards as well as from various theoretical positions. This *Yang* contribution encompasses professional, educational and governmental **standards**. They are cast as being - sometimes optional guidelines, sometimes ethical imperatives and at other times legal requirements. An example is the recently completed Hong Kong OMEP quality handbook. Usually there are similarities and gaps between educators' personal/professional *Yin*-knowledge and these *Yang*-standards. Within the conceptual framework presented, *Yin* characteristics will guide the specific ways of evaluating the five educational features; however, standards will continue to provide some *Yang* structure. We will begin with the broader feature of organisational processes which is a blend of *Yin* and *Yang*.

**ONE. Evaluating organisational processes - as a `climate'.** Not only can the `climate' of an early childhood setting be influenced by the broader organisation, but organisational processes can take on the metaphor of being a `landscape' where teaching, learning and relationships happen. These educational features will vary in priority and intensity with the `terrain of the landscape' (Clandinin & Connelly, 1996). Educational philosophy plus teaching and learning principles influence the workings of an organisation and its interpersonal climate. Educational standards from a variety of sources affect overall climate. Additionally, organisations are shaped by broader society and community expectations, government priorities and economic realities.

It seems that for organisations to function with quality, both the *Yin* and *Yang* are necessary. In modern business, this balance represents an ideal of giving and taking between *Yin* and *Yang*, with *Yin* as collaboration, networks and alliances, adaptation and exploration, interdependence, flexibility and compromising, understanding, discussion and openness, relationships and learning *and Yang* as competition, hierarchies and rules, infiltration and explanation, independence, firmness and unyielding, single-mindedness, toughness, achievement and discipline (Chorn, 1995). In order to facilitate a humane `climate' within educational organisations, slightly more *Yin* and less *Yang* is needed. I say this because many educational organisations have been more *Yang*-like and still are; and so, I believe that movement beyond the flexible middle way towards more *Yin*-like attributes and actions is long overdue. So, how do we evaluate the influence of organisational climate on everyday teaching and learning in early childhood settings? How do organisational structures help or hinder teaching and learning? What is the level of being servant to a higher authority? In contrast, what is the level of professional recognition and respect for educators?

A *Yang* approach to defining and evaluating the climate of an educational organisation focuses on getting the job done by **PLOC** - planning, leading, organising and controlling. A more *Yin* approach to evaluating the climate would go beyond the business framework of PLOC to **diagnose the `culture'** within an organisation. This happens by evaluating the meaningful and deep stories of organisations; that is, interpreting the underlying human features that influence the up-front everyday work of everyone. An organisation's `culture' is a collection of stated or implied but shared beliefs and values, rituals, stories and myths, plus specialised language that creates a community (Kreitner, 1992). The `culture' encompasses four parts, which are: objects as shared things; talk as shared sayings; behaviours as shared doings; and, emotions as shared feelings. Members of the organisational community receive and interpret and sometimes alter these four cultural aspects.

Collective memory-work provides an action research process for evaluating PLOC and identifying `climate.' It also balances the two. Each team member writes a memory; the group meets, shares and interprets each memory; members rewrite their texts; and, interpretations are related to other theories (Schratz & Walker, 1995). Collaborative leaders can facilitate change in organisational climate across the curved middle way of *Yin-Yang* towards the *Yin*. This happens with leaders who have educative leadership styles; that is, styles which facilitate bridges and meeting points for people across the whole organisation.

TWO. Evaluating adults - as educators. Educators are vital contributors to and decision-makers about the quality of early childhood education. They ought to be both firm and flexible when creating a caring curriculum. Educators will stand firm to protect aspects of the curriculum that they strongly believe in; but, they will consider other approaches and practices. They will consult and negotiate with parents. Educators' voices can provide in-depth insights into all features of early education. So, how can we evaluate `what' educators do and also explore `why' they do what they do? How can educators help children learn better? In a more *Yang* way we could evaluate educators' teaching by using a combination of focused **checklists** and semi-structured or open-ended **questionnaires** *with (not by)* educators. We might soften this *Yang* somewhat by using **clinical supervision** as described by John Smyth (1984).

With *Yin* ways, we can consider educators' actions and their underlying **beliefs** when they **tell** stories, record significant daily events in narrative journals, and engage in peer-coaching. The telling of **stories** involves thinking and remembering, interpreting and reflecting, creating narrative, considering and making decisions. During this process, educators are expressing professionalism and developing as professionals. Educators may record samples of what they said and did, alongside details of who, when and where, why and what the episodes mean. That is, what is their significance, their value? I propose that you think about how parents can be involved in sharing adults' stories. By routinely sharing early education perspectives and practices, educators and parents will support the development of optimal environments for children and themselves.

An example of telling a meaningful story comes from Sue Thomas a teacher in Brisbane, Queensland, Australia. This story is about daily life with young children and it reveals how a teacher evaluates herself, as well as the children and the overall program ...

Wednesday 26 May. What is happening in their play at the moment? They are very noisy, very active, very flighty, even though there are lots of ideas here. Why? Is there too much going on? The morning group are leaving more of their ideas around. Is the muddle being created in the room helping them work this way? Is it over stimulating children like Jason? Do they need more teacher intervention in terms of input and ideas? Will I have to change the routine for them to allow less free time? Will taking away free time and making the session more structured be of any value? At the moment, I don't know what the problem is. I can feel we have lost, for a time, the balance of working together and sharing ideas. I am having to be an arbitrator, a planner, and much more of a leader than I would really want to be. However, I don't feel my taking over and restructuring the afternoon is going to solve the problem. I think, in fact, it may make it very frustrating for children like Samantha, Rick, Paula and even the ones who have seemed to have lost a little direction at the moment. I will need to watch for quite a while I think, as well as talk with them. I'm not quite sure what I will do yet (Thomas, 1985 p.15).

Educators involved in **peer-coaching** assist one another in their everyday professional lives as both educators and learners. The professionals may teach as a pair, observe each other's teaching, plan cooperatively, or evaluate and reflect-replan jointly. Peer-coaching includes companionship and is a form of staff development. Sometimes such a relationship is called mentoring and the participants are known as mentors and mentees. Peer-coaching might even be thought of as a form of the traditional on-going apprenticeship between equals; but, coaching and teaching are much more than an educational craft and a list of skills. For our purposes, peer-coaching can focus on shared reflective evaluation. Both oral stories and peer-coaching episodes may be documented in **narrative journals**.

THREE. Evaluating children - as learners. Children are the focus of our educational aims and settings. Young children learn best when they collaborate by sharing ideas and perspectives with other children and a few key adults. It is important to arrange real and realistic experiences that are relevant to children's lives. Children will learn by formal structure and competition when they begin to read and write Chinese language, which provides focused attention and much practice in memorisation. So, how can we evaluate the 'what'? What are children learning about values and attitudes? What are their understandings and constructions of knowledge? What are their actions, behaviours and habits? What is the heart of learning during the early years? What are the learners doing? How do children use language across the program? Are children learning from a curriculum saturated with experiences that are: humanly appropriate, nationally appropriate, culturally appropriate, developmentally appropriate, individually appropriate and educationally appropriate (Carr & May, 1994)?

Observation of young children is a time-honoured monitoring tool, as is the planning and creation of **child studies**. Emergent learning and teaching can be tracked by **talking** with children and noting their words and the meanings attached to them along with participant observations. A developmental/educational **profile** or **case study** is another way to authentically document childrens' competences and lifeskills over a period of time. **Portfolios** may include **photographs** of children with their accomplishments (a sand castle, a unit block structure, an imaginary meal on the dramatic play kitchen table) and **samples of work** from children's continuous creative and documenting experiences.

Other *Yin* ways of sensitively evaluating children's learning might include **brainstorm webbing** children's recent interests along with how you have built upon their experiences and what children are now saying and doing. This spider-web strategy represents a network of fine threads of ideas, plans or facts that turn into an organised sturdy net of connections and interrelationships. This evaluation tool may be called a concept map or a bubble diagram or clustering. An adult might web or cluster with one or more young children -- you sketch their ideas while they talk. The presentation is concentric with a core concept or idea (children's attitudes, skills, understandings, knowledge) flowing outward to several main sub-concepts and then more branches of examples and details. You might cluster the events of the childrens' day with a colleague or **video-tape** various time slots to view and discuss. Creating a **sociogram** of a child's interactions and relationships over a day or a week is a variation on brainstorm webbing. If effective learning is based on cooperation and perspective-taking, then it is very relevant to monitor children's social interactions, peer skills and responsibilities within a group.

FOUR. Evaluating relationships - as the essence. Meaningful interactions and solid relationships between adults and children are essential aspects of our everyday lives. Interactions may involve two or more people in ... sharing affection, raising a question or making a suggestion, asking for assistance or offering to help, challenging children to `think again,' or revealing memories, deciding on a plan. Classroom discussions and the sharing of both time and space are what real learning is all about for young children. Relationships between adults and children in early childhood settings are too important to be left unconsidered. So, how can we evaluate human relationships in early childhood settings and the interactions that sustain them? How do educators care for children? What role modelling do they display? In what way are educators generally supportive of young children? How do relationships influence one's teaching and teaching style and children's responsive learning?

In order to evaluate classroom relationships, educators will consciously acknowledge, talk about, and systematically document interpersonal happenings. These happenings will represent less of `what' adults and children say and do, and more about `how' each ... asks questions and makes comments, moves in closely, shows acceptance and nurtures security, practices the positive, listens attentively and demonstrates respect for others, and shares interest in learning. Educators' **conscious acknowledgment** may mean establishing a routine of mentally noting significant relationships as key descriptive words that provide enduring images of cooperative interactions. The mental images are remembered and recorded in a **classroom relationships log** as pictures or clusters of interpersonal words with similar meanings. Either before talking or during a **round table discussion** with a peer-coach, the images of relationships are coded for patterns and may be compared and contrasted as interactions with certain children over a period of time or as interactions between various children during particular events. Patterning with comparing and contrasting form interpretative evaluation; and, shared thinking beyond the log entries is both reflection and action planning.

**FIVE. Evaluating settings - as `still life' educators.** The settings where adults and children meet can be viewed as additional educators, `still life' educators. The Reggio Emilia early childhood programs in Northern Italy take particular care with the layout and arrangement of physical environments for young children. Physical settings may nurture children and guide their values, actions and learning in any number of ways. Settings are socially constructed places, just like our languages and their meanings. Early childhood settings can be arranged and viewed as family kind of places. They can represent a hearth, like the foundation of a fireplace which is sturdy and warm. Family-like settings are places for gathering together, where there is a balance of living together and being a unique person. Early education settings ought to be places for human inner-circles and caring relationships between a few adults and a group of young children. Research says that many early childhood educators do create family kind of places for young children in group settings.

So, how can we evaluate settings as additional `educators'? Is this a learning place? How do we know? How are spaces and times determined and arranged, and why? What are the standard daily routines and how do they support children's learning? What are the natural aesthetics and resource arrangements? When educational settings are considered `still life' educators, their evaluation will necessarily emanate from balancing the descriptors - supportive and challenging. How supportive is the physical environment of children's holistic growth and learning? But, what types and levels of challenge does the setting offer?

Children's **self-report talking** with other children or with adults may be **audio-tape** recorded or educators may note significant concepts and ideas related to the setting and resources. As children talk about what happened during the day, they provide educators with child-view evaluations of the environment -- its arrangement and functionality, the space and time... *the book corner was too crowded and noisy; we danced to the music all by ourselves near the door; we wanted to build more airplanes; I did lots of drawing and painting over there.*

Event sampling focuses on the recording of details about particular events or experiences during the day. Educators record the location of an event, who was involved, what happened, individual or group reactions or outcomes, and resource enablers or barriers. Event samples are general setting evaluations, but they provide particular insights about children too. More structured variations on event sampling include a **frequency count** of setting arrangements and an **activity record** of availability and usage of resources. A stationary, automatic-set **video-camera** could record sessions for review, sharing and reflection. These records about the setting can be discussed with other program evaluations at a round table staff meeting or with one's peer-coach.

Evaluating as myths and metaphors, meanings and memories.

I have suggested that early childhood educators do ... more self-talk iike Sue Thomas, frequent cooperative talking, and some significant writing. The results will be richer evaluation, deeper interpretation, and more meaningful reflection with planning. The outcomes of these processes will be more plural and varied, rather than singular and the same. By supporting this kind of collaborative inquiry across all features of early education, the profession can promote reflection of substance within the everyday work-dilemmas of educators. With such an approach to evaluation, educators can actively involve parents and also be accountable in relevant ways. Children's learning may be shared with parents either as a **daily overview log** displayed at the entrance each afternoon or as a **fortnightly curriculum synthesis** that is sent home every two weeks. ▪

The self-study, peer-cooperation, shared-reporting paths described here are about meaningful evaluation for educators, children and families, and educational organisations. They are about adopting more reflective action than routine action and more reflexive curriculum than received curriculum (Zeichner & Liston, 1987). Such ways of evaluating and sharing early education also represent professional learning opportunities for educators. This sensitive evaluation is a blending based on *Yin* tools that over-shadow *Yang* standards. I believe that the *Yin-Yang* symbol provides a useful metaphor for sensitive evaluation that explores and exposes socially constructed educational organisations and their curricula. Sensitive evaluation helps us reveal our myths of childhood and our meanings of what early childhood education is. It helps us balance our meanings of quality. And, it helps us document our daily memories of early education in action. The *Yin-Yang* metaphor provides a dynamic framework for evaluating early education in sensitive ways, particularly when it involves slightly more of the *Yin* side of the curved middle way.

Acknowledgments.

My thanks to colleagues Di Nailon and Gail Halliwell for their assistance with concepts and the flow of ideas, to Grace Choy for her translation and to Tammy Kwan for her help with clarity and translation.

In summary, the balance of *Yin* and *Yang* across the five features looks like this:

Yin	*Yang*
background features	
values, beliefs	values, beliefs
some standards represent educators' knowledge	all standards are theoretical positions
organisational climate	
diagnose culture	PLOC
collective memory-work	theories/standards
adults as educators	
stories	checklists & questionnaires
peer-coaching	clinical supervision
narrative journals	standards
children as learners	
observation & child studies	theories/standards
talking	
profile or case study	
portfolio-photographs/samples of work	
brainstorm webbing, sociogram	
video-tape recording	
relationships as essence	
conscious acknowledgement	theories/standards
classroom relationships log	
round table discusssion	
daily overview log	
fortnightly curriculum synthesis	
settings as `still life' educators	
self-reported talking	theories/standards
event sampling	
frequency counts, activity records	
video-camera recording	

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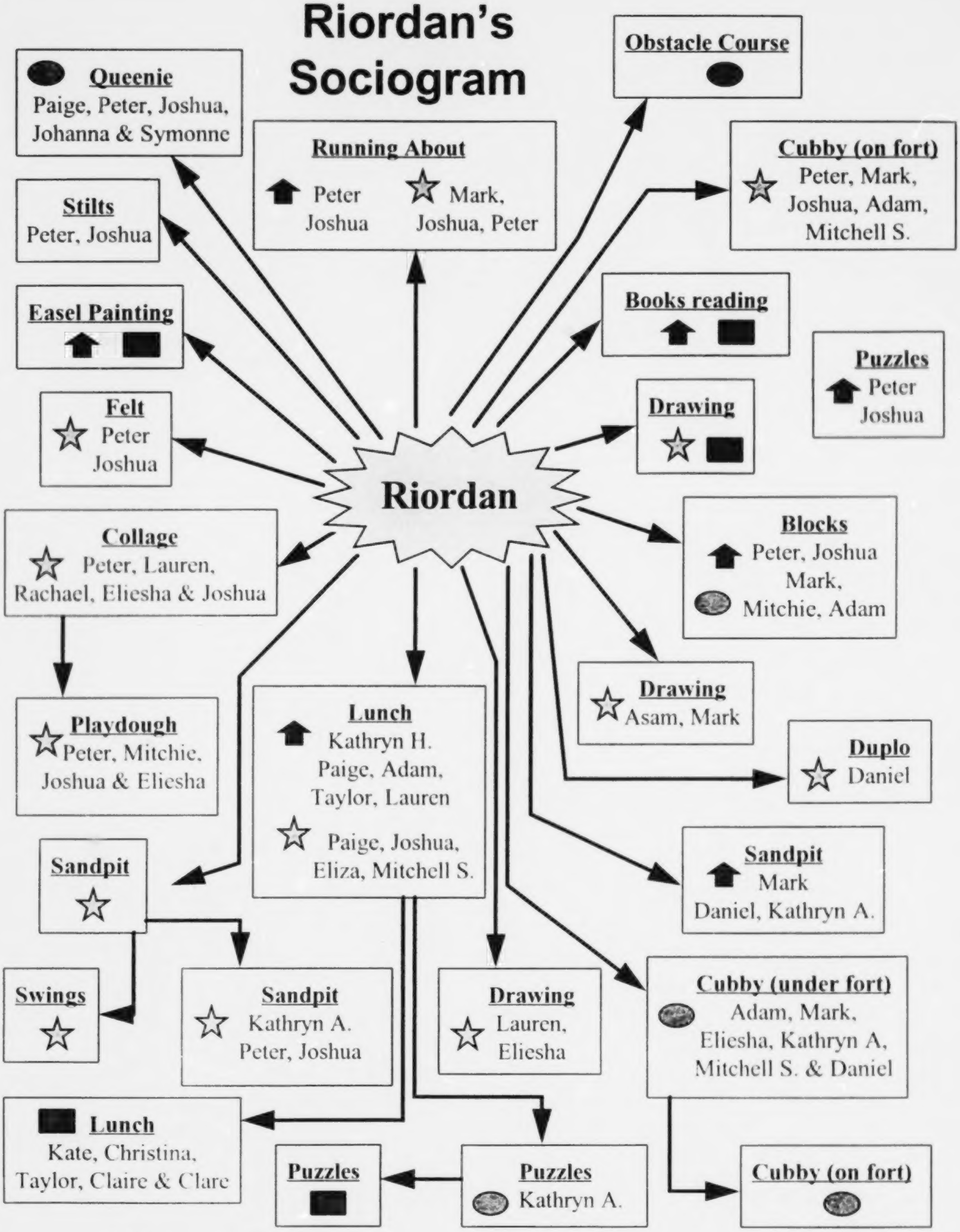
Riordan's Sociogram


Riordan
● Queenie
Paige, Peter, Joshua, Johanna & Symonne
Stilts
Peter, Joshua
Easel Painting
⬆ ■
Felt
☆ Peter Joshua
Collage
☆ Peter, Lauren, Rachael, Eliesha & Joshua
Playdough
☆ Peter, Mitchie, Joshua & Eliesha
Sandpit
☆
Swings
☆
Sandpit
☆ Kathryn A. Peter, Joshua
Lunch
⬆ Kathryn H. Paige, Adam, Taylor, Lauren
☆ Paige, Joshua, Eliza, Mitchell S.
■ Lunch
Kate, Christina, Taylor, Claire & Clare
Puzzles
■
Puzzles
● Kathryn A.
Drawing
☆ Lauren, Eliesha
Running About
⬆ Peter Joshua
☆ Mark, Joshua, Peter
Obstacle Course
●
Cubby (on fort)
☆ Peter, Mark, Joshua, Adam, Mitchell S.
Books reading
⬆ ■
Puzzles
⬆ Peter Joshua
Drawing
☆ ■
Blocks
⬆ Peter, Joshua Mark,
● Mitchie, Adam
Drawing
☆ Asam, Mark
Duplo
☆ Daniel
Sandpit
⬆ Mark Daniel, Kathryn A.
Cubby (under fort)
● Adam, Mark, Eliesha, Kathryn A, Mitchell S. & Daniel
Cubby (on fort)
●

Key:

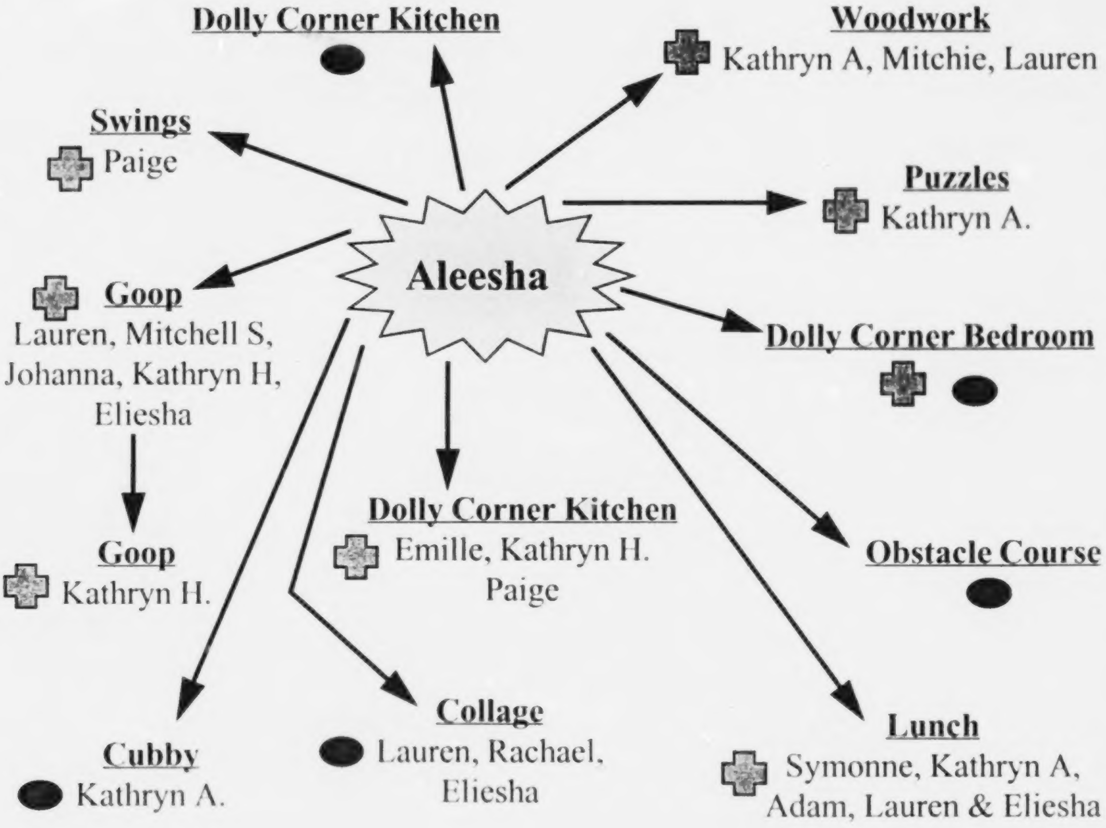
Blue - Solo play
Black - Parallel play
Red - Co-operative play

⬆ - 28/08/95.
☆ - 29/08/95.
● - 30/08/95.
■ - 31/08/95
▲ - 01/09/95

28/08/95
Played in the sandpit with Emille and Kathryn A. though no verbal interaction occurred between the two girls and Aleesha. Aleesha individually made moulds with wet sand, placing them in the rocks.

Enjoyed playing in the sandpit and making moulds. Extend by maybe sandcastle making using different sized containers with peers.

Alleesha's Sociogram


Aleesha
Dolly Corner Kitchen ●
Woodwork ✚ Kathryn A, Mitchie, Lauren
Swings ✚ Paige
Puzzles ✚ Kathryn A.
✚ Goop Lauren, Mitchell S, Johanna, Kathryn H, Eliesha
Dolly Corner Bedroom ✚ ●
Goop ✚ Kathryn H.
Dolly Corner Kitchen ✚ Emille, Kathryn H. Paige
Obstacle Course ●
Cubby ● Kathryn A.
Collage ● Lauren, Rachael, Eliesha
Lunch ✚ Symonne, Kathryn A, Adam, Lauren & Eliesha

Key:

Blue - solo play
Black - parallel play
Red - co-operative play

✚ - 29/08/95
● - 30/08/95

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以陰陽之道作為評估幼兒教育的敏銳方法

世界幼兒教育聯會 -- 香港分會
第三屆國際研討會

主題演講嘉賓 ： 馬麗迪博士
（澳洲昆士蘭科技大學）

問安：我很高興今天在這裡與各位見面。我曾在八九年和九零年來港參加幼兒教育國際會議。可能基於我對高質素幼兒教育的界定、並在提高幼兒教育課程的標準上作出貢獻，所以被邀請主理是次演講。今次，主辦機構要求我集中講論評估幼兒教育的方法。

綱領

在討論評估方法之前，我想首先界定兩個名詞：「幼兒教育」與「教育家」。「幼兒教育」泛指一般向零至八歲兒童所提供的課程、活動或服務。「教育家」則包括所有從事幼兒工作的成年人。我會沿用這個定義，先探討「陰陽」的比喻及其相關的概念，並以這些概念作爲架構，評估幼兒教育。隨後，以「陰陽」的符號作爲比方，探索一些法則，幫助幼兒教育家評估日常的做法，並根據這些法則去詮釋、反省現行的教育方針，然後作出行動或改變措施。最終評估之目的，在于改善及融匯一個整全而有高質素的幼兒教育課程。我建議教育家在幼兒教育的五方面作出高質素的決定。

比喻及概念

「陰陽」之喻：「陰陽」是一個東方符號，比喻外表的對立連綿不斷的互動，其實彼此是互補長短，是和諧整全的一部份。符號本身代表了古代對自然的二元看法。這個比喻所引起的並不止於黑白的形象。傳統來說，「**陰**」的素質包括女性化、接受、下向、屬地、幽暗、柔弱、順服和感性。而「**陽**」的素質包含男性化、施予、上向、屬天、光明、堅強、不屈、和理性。傳統相信，和諧是由互動產生，在轉換兩者之重心，並結合雙方的優點而成。陰陽的比喻可以反映出幼兒教育的互動性質，更指向一個調和兩種對質素不同看法的過程。這兩種對立的看法，分別是一種簡化、割裂和一般性的世界觀，和一種完整、流動而又注重獨特性的世界觀。以「陰陽」作爲一個比喻，它顯示了一個靈活流動的曲線。這條中間曲線變成了不同教育標準的相遇點，同時成爲了評估教育的試金石。

由於教育標準的迴異，導致教育家爲自己製造出各種專業上的困境。把「陰陽」應用於幼兒教育方面上，「**陰**」代表著柔和兼具獨特性的準則，而「**陽**」則反映出強硬和概括性的標準。

品質的涵意：品質是一個有許多不同理解的主觀概念，當應用在人和教育課程上，其意義就更加難以界定。在界定品質時，「陰」和「陽」正代表了教育角度和商業角度上的迴異。

模糊的教育形像——「陰」

優良品質應該是從事所有幼兒教育的基本目的，高質素更應該是整個教育事工的理念。但我們如何去界定和評估品質呢？

今天所講的「高質素」和「最佳做法」，都是把日常用語分割，並改變其應用的環境。這是運用「市場術語」的做法（Jackson，一九九五年，二八六頁），好像廣告一樣，卻未必適用於幼兒教育。若要將「品質」的觀念有效地應用於教育方面，我們就要清楚「品質」的界限和用法了。爲了評審幼兒教育的「品質」，是有需要將其定義清楚劃限。品質的定義可分爲四部份：第一，必須有標準；第二，要了解進行教育活動之目的；第三，對評估的多元性及獨特性有概括的認識（稍後將討論其五個特色）；第四，要對教育機構的活動和服務有知識和經驗，才可以對品質作出眼光獨到的評價 (Seedhouse，一九九五年，二七八至二八零頁）。薛候斯（Seedhouse）對品質的觀念既複雜又有人情味，頗接近「陰」的看法。

清晰的商業定義——「陽」

商界人士談論「品質循環」和「全面品質管理」（TQM）。「全面」是指組成優質服務的每一個人、每一個活動、和組織的每一個部份。「品質」是指符合顧客需求的產品或服務，而且在生產過程並無浪費資源 (也希望這種「浪費」是指環保方面)。在商而言，品質相等於可預測的統一性、可靠性、合乎經濟、與及適應顧客需要。其實「全面品質管理」的「管理」概念不

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限於此，稍後我將會探討在組織下的管理。高質素並不止於蒐集這些定義。「全面品質管理」對品質的看法充滿男性不屈的特色，接近「陽」的觀念。

有關評估者與評估幼兒教育的概念：本文所建議的評估方法是較爲柔和、深入和著重意義，代表著「陰」的涵意。這是有異於「陽」所代表片面、嚴謹、講求效率和重視數字方面的評估。根據上文所提出的概念，一切從事幼兒工作的「教育家」都應被視作專業的「演員」，而不是外行、被動式的消費者，更不是大機構或教育制度下的「工具」。這個取向假設教育家抱著一生學習的態度並委身於教育。作爲「陰」的概念，這是一種參與式的行動研究，鼓勵成員採用審慎、敏銳、和全面的方法，不斷評估幼兒教育。而評估教育的人，也是行動研究員和決策者。

由於人傾向訴諸感覺來認知，其中複雜而密切的關係，令我建議採用質性或「陰」性的方法，去評估幼兒教育的重要特色。這種評估是連續而有系統、完整而又獨特的。評估有三種途徑：分別是「自我反省」、「同伴合作」、和「分享報告」。這評估的基礎有兩個取向。一方面是教育家本身在工作上所獲得的個人實際經驗，另一方面就是以專業客觀的教育標準去進行「陽」性的評估。我們心目中兒童的形象、對童年的概念，直接影響我們如何評估幼兒教育。「陰陽」符號中彎曲的接觸線，是平衡不同價值觀之著點。當教育家之間出現了矛盾差異的信念時，這相遇點正好提供了商議和評估決策的空間。「陰」性評估的核心概念，不是爲了向人交待或負起責任，而是更著實地去作出富教育性的評估。

以下的文章，會先解釋這三種評估幼兒教育的途徑，然後探討明確的方法。**「自我反省」**讓教育家查問自己：做了什麼？何時做？如何做？爲什麼堅持某些原則和採用某種方法？教育家可按時間性順序作自我反省：例如搜集資料、分析與評估教材、決定行動和訂立目標、鑑定障礙和助力、計劃並執行事務，最後，在進行搜集更多資料之前，根據後果先作出反省。**「同伴合作」**讓教育家在組織內緊密合作，並一起作適當的反省。教育家和家長的參與程度，視乎該幼兒教育活動的性質和組織配合的時間。「同伴合作」的特色在於團隊的合作。**「分享報告」**是讓教育家集合意見和看法，有系統地不斷改善對幼兒教育的貢獻。在分享其間的談話，摘寫撮錄，見證了個人及團體教育工作者的遠見和掙扎，反映出全面性的「意識流」。

藉著一起工作，教育家可以互相支持和鼓勵，並一同評審幼兒教育理論和實踐。在這方面家長也可以貢獻心得。

這三條評估的途徑反映出人性中感性和直覺的一面，平衡了「陽」所強調的清晰、邏輯、和控制式的特色。結合兩者所得出的評估，對專業教育家、甚至更廣泛的對幼兒教育活動，都是有作用和價值。「反省行動」的概念在這個情況下顯得適當。「它限定了人們必須從支持的論據和後果，對任何信念主動作出審慎的考慮。我們日常例行公事式的行動，通常是由於傳統習慣、外來權威的壓力或環境因素造成。」（Zeichner & Liston，一九八七年，二十四頁）。

梵文立（Van Manen，一九七七年）認爲反省有三個層次：就是工具理性、實際行動、和批判反省（引自 Zeichner & Liston，一九八七年，二十四至二十五頁）。我建議你們探究並親身體驗一下這些「反省」的意思，「反省行動」其實是指負責任的開放性、全心全意、細微觀察和理性分析。這些特質，正是幼兒教育家所應該擁有的，它們應該好像孔雀開屏一樣展示出來。陰陽的比喻加上品質的觀念，與及「自我反省」、「同伴合作」、和「分享報告」，集體組成一個起步點，作爲選擇日常評估辦法的指引。

以上陰陽位置的討論，可以歸納總結爲一個表：

	陰	**陽**
比喻	黑	白
品質	四部份	全面品質管理（TQM）
評估	柔和、深入、重意義	嚴格、片面、重數字
途徑	自我反省 同伴合作 分享報告	

評估幼兒教育基本特色的方法

自我反省、同伴合作、和分享報告提出了一個匯聚的途徑，去評估幼兒教育。品質的範圍是從幼兒教育的實踐中認定。藉著檢視我們對兒童所持的價值觀念；考查我們對養育兒童所用的言語和民間傳說；與及反省我們所建立幼兒教育的方法，皆可確認品質的範疇。這樣的回顧，正是品質概念之「目的」。以下，我們會從幼兒教育的五個特色去評估。這五個特色是：組織作爲「氣候」、成人作爲教育家、兒童作爲學習者、關係作爲本質、及環境作爲「靜態」教育者。我相信這些特色，是超出石志立和李斯敦（Zeichner & Liston，一九八七年，二十六頁）引用史霍（Schwab）所講之「教學的老生常談」：就是某地某時（時代）某人（老師）教某人（學生）某些東西（課程）。

要有效地評估這五方面的教育特色，我們需要根據各種標準和理論去作考慮。「陽」的貢獻，就是提供了包括專業、教育和政府的**標準**。這些標準有時是非強制性的指引，有時是道德上必須服從的守則，有時是法律上的要求。最近完成的世界幼兒教育聯會香港分會品質手冊便是一例。通常教育家所持的「陰」性個人專業知識，與「陽」性的標準，會有一定程度上的類同和距離。根據以上的概念，我準備在「陽」性標準所提供的架構內，以「陰」性的特徵去評估幼兒教育五個基本特色。我們首先分析「陰陽」結合的組織特色。

一. 評估「組織作爲氣候」：組織不單止影響幼兒教育處境的氣候，而且好比「風景畫」一樣，由教導、學習和人際關係一併構圖而成。這些教育特色會根據「風景畫中的地勢」而改變其優先次序和強烈程度（Clandinin & Connelly，一九九六年）。教育哲學和教學原理，均影響一個組織的運作和人際關係的氣氛。此外，整個社會和社區的期望、政府的優先次序、及經濟現實，皆會模造機構的情況。

這樣看來，若要組織運作建全，「陰陽」都是必需的。現代商業上，這一種平衡代表了對「陰陽」理想的取捨。「陰」表示合作、聯絡、探索適應、互相依賴、彈性妥協、明瞭理解、開放討論、人際關係、和彼此學習。而「陽」則表示競爭、階級、條例規則、滲透解釋、獨立自主、堅決不屈、專心一意、強制、成就和紀律（Chorn，一九九五年）。爲了在教育機構內營造一個有人情味的氣候，我們需要較多的「陰」，較少的「陽」。我這樣講，是因爲許多教育機構，無論在過去或現在，都太注重「陽」的特性。因此，我覺得我們早有需要採用更多「陰」性取向的行動。那麼我們怎樣評核組織氣候如何影響幼兒教育呢？組織架構如何幫助或妨礙教學？在最高權威之下，還要向多少層次組織負責？相反，對教育家的尊重和承認其專業資格的程度又如何呢？

以「陽」的取向界定和評估組織氣候，就會注重 **PLOC** 的辦法。**PLOC** 就是計劃（Planning）、領導（Leading）、籌辦（Organising）和控制（Controlling）。而「陰」的評估方法，就會超越商業性質 **PLOC** 的架構，進而爲組織內的**「文化」把脈**。要爲「文化」把脈，就由組織內有意思和深層的故事開始。換言之，是重新詮釋日常工作背後人性的一面。一個組織的「文化」，是由一個社群共同接受（公開或隱藏）的信念、價值、儀式、故事、和神話，用專業術語包裝而成的（Kreitner，一九九二年）。「文化」內有四個特色：物件相像、言論相同、行爲相倣、感受相似。組織群體內的成員，會接受、詮釋、並修改這四方面的文化特色。

「集體回憶」提供一個行動研究辦法，去評估及指認 PLOC 和「氣候」，同時平衡兩者的特點。辦法就是先請每一位成員寫下回憶記錄，然後聚集全體成員，分享和解釋每一個回憶，再根據其他理論去詮釋其含意，最後成員重寫原文（Schratz & Walker，一九九五年）。領袖彼此協助，有利改變組織的氣候，在「陰陽」的曲線中偏向「陰」的一面。只有當領袖富有教育風範，才可以擔任整個組織的橋樑、協調不同的看法。

二. 評估「成人作爲教育家」：教育家在決定幼兒教育的品質上，扮演舉足輕重的角色。因此，當他們要建立一套關顧孩子需要的幼兒課程時，除了要堅持原則外，亦要靈活貫通。教育家在堅守信念的同時，亦要考慮其他做法，例如諮詢家長的意見，共同商議決策。教育家的聲音，提出了對幼兒教育全面深入的見識。那麼，我們可如何評估教育家的做法及其箇中原因呢？教育家如何更有效地去幫助孩子學習呢？依據「陽」的做法，就會採用一系列焦點性**核對清單**和發揮性**問卷**，以客觀的角度去評估教育家的教學。或許，我們可以配合史密夫（John Smyth，一九八四年）所提出的**臨床式監察**，來稍爲軟化「陽」性的評估。

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採用「陰」的做法，就是根據教育家自己所講的軼事、敘事日誌所記錄的重要事件、及同儕訓練間的對話，去考慮他們的行動和背後的信念。講論**軼事**的過程，帶動教育家去思考、記憶、解釋、反省、敘述、考慮、和決定。在這些過程中，教育家發揮出專業精神，發展成爲專業教育家。教育家亦可以選取樣本事例，記錄自己的日常言行，包括接觸的人物、時間、地點的細則，以及事件的意義、貢獻和價值。在此，我建議你考慮如何帶動家長參與講述這些軼事，藉著定期分享觀點和做法，教育家和家長可聯手締造一個最佳的幼兒教育環境。

湯密思（Sue Thomas）是澳洲昆士蘭省布里斯本市的一位教師，她所講述的經歷正是軼事的好例子。這則軼事是關於幼兒日常的經歷，它顯示出一位教師如何評估自己的表現，並對自己接觸的兒童和整體的活動所作出的評價。

五月廿六日星期三：不知他們此刻正在玩什麼？雖然他們主意多多，但他們實在非常嘈吵、過份活躍，想法古靈精怪！爲什麼？是否太多事情發生弄致一團糟？上午班的孩子實在有太多主意了。是否班房一片混亂導致他們這樣呢？還是因爲像 Jason 這些過度活躍的孩子才會這樣？他們是否需要老師更主動地去介入他們發表的意見呢？我是否需要更改他們的例行活動，減少自由時間呢？如果減少了自由時間，使活動結構更嚴密、更有規律，不知作用有多大呢？到目前爲止，我仍未知道問題出在哪裡。但我感覺到，集體活動和自由發言已經失去了平衡，起碼在某一段時間是如此。我需要重新肩負作公正仲裁員和策劃者的責任，要做一個比我原先所想做的領袖，行使更多領導權。不過，我並不認爲當我加強控制去主持大局，或更改下午班的活動規律時，可以解決問題。反而，這些改動可能會令 Samantha, Rick, Paula 等小朋友產生挫折感，甚至連現在失控的小朋友也會產生這種感覺。我認爲需要再觀察多一會，又要與小朋友傾談一下。但我不能太肯定將會採取什麼行動（湯密思，一九八五年，十五頁）。

透過參與**同儕訓練**，教育家可以彼此幫助，在日常工作上互相教導和學習。訓練可安排每兩位教育家爲一對伙伴，互相觀察對方的教學，合作計劃、共同反省、重新策劃和評估。同儕訓練可以建立同作之間的情誼，也是教師培訓的一種。有時這種關係亦稱爲良師益友的指引，參與者分別是導師和學員的身份。同儕訓練也可被視爲傳統學徒訓練的延伸，不過彼此的關係卻是平等的。但訓練的內容並不止於一系列的技能，訓練的成果也不是一件教育工藝品。就我們而論，同儕訓練的焦點應該放在集體反省評估上。無論是言談間的軼事，或者是同儕訓練的插曲，都可以記錄在**敘事日誌**上。

三. 評估「兒童作爲學習者」：兒童是整個教育目的和處境的焦點。幼兒是透過與其他小朋友互相交流、並接受幾位成年人的觀點薰陶，學習才有最佳結果。因此，教學安排應與兒童的實際生活經驗有關，這是非常重要的。通過正規和競賽式的方法，兒童學習閱讀和書寫中文，從而提高專注能力和學會背誦和默寫。那麼我們如何評估兒童所學習的東西呢？兒童學習了什麼價值觀念和態度？他們所明白的知識和知識的建構是怎樣？他們有甚麼行動、行爲和習慣？幼兒教育的學習重心是什麼？學習者做些什麼？兒童如何在各項活動中運用語言？兒童所學習的課程，是否滲透著各樣的經驗：這些經驗是否有人情味、適用於全國、文化上合宜、配合兒童發展、適切個人需要、並達到教育目的呢（Carr & May，一九九四年）？

觀察兒童和進行**兒童研究**都是由來已久的監察工具，除了「參與觀察」之外，與孩子**傾談**，留意他們平日的用字，及背後的意思，也可以慢慢發現教與學的痕跡。在某一段時間內，查考成長或學習的進度記錄及進行個案研究，是把兒童的技能真實地記錄下來的另一類途徑。檔案庫內可包括兒童與自己作品合照的相片（例如泥沙堆成的堡壘、積木砌成的建築、擺放在餐桌上想像出來的美食等），與及孩子不斷創作的製成品樣本。

集體創思網是另一種「陰」性評估兒童學習的方法。集體創思網聯系起兒童由經驗發展出來的新近興趣和言行。這個好像蜘蛛網一樣的策略，代表了一個千絲萬縷的網絡，轉變爲構造堅實的體系。這個評估工具可以稱爲概念圖/虛構圖或串連表。一個成人可以與一個或以上的兒童串連起來，方法就是把他們言談之間的概念速寫下來。呈現出來的圖像，有一個共同的中心，就是核心的概念（如孩子的態度、技能、理解和知識），往外流向幾個第二層次的概念，然後是更多邊沿的分支細節或例子。你可以串連起孩子當日與另一位同事所發生的事例，或者用**攝錄機**拍下不同時段的生活片斷，作參考討論。繪製一個**社網圖**，描述孩子在一日或一星期之內的人際關係互動，也是集體創思網一個變化的做法。如果有效的學習是基於互相合作，和體諒別人的觀點，那麼社網圖是非常有利於監察兒童在群體生活中的社交活動、及與同輩相處的技

巧和責任。

四．評估「關係作爲本質」：成人與兒童所建立的鞏固關係及其富有意義的互動，是日常生活中不可或缺的一環。互動的意思，是指兩位或以上的人仕彼此分享感情，發問或建議，求助或幫忙，啓發「再思」或勾起回憶，並一同計劃。對於幼兒來說，眞正的學習就是班房的討論，及與大家共同享用的時間和空間。成人與兒童的關係，在幼兒教育當中實在非常重要，不容忽視。那麼，我們如何能評估幼兒教育處境下的人際關係和互動？教育家如何照顧幼兒？教育家本身的表現怎樣成爲孩子模倣的典範、學習的榜樣？教育家有何途徑去鼓勵幼兒的發展？人際關係怎樣影響教育家的教導和教學風格，及影響兒童相應的學習？這些問題都有待研究。

爲了評估教室內的人際關係，教育家首先要自覺地承認人際關係的重要性，熱烈討論，及有系統地記錄人際間所發生的一切事件。記錄人際關係的時候，不應只注重成人與兒童的言行，乃應記錄這些言行如何發生。然後提出問題，加以評論，漸漸進入這個關係當中，表示接納並孕育安全感，培養正面的人際關係。繼而留心聆聽，以行動證明尊重別人，分享學習的興趣。教育家的「**自覺承認**」，就是習慣性留意重要的人際關係，在腦海中浮現一個持久的形象來描繪這互動的關係。爲了方便記憶，這個在腦海出現的形象，可以用圖畫或一連串相關的術語記錄在「**教室關係日誌**」上。與同伴導師在**圓桌會議**時或之前的討論，可以根據這形象的樣式，編成典型的人際關係模式。從而比較某一個孩子在一段時間內的人際關係，或是對照同一件事上不同孩子的反應。以比較、對照的形式去看典型人際關係模式，是解釋角度的評估。而同儕互相分享想法，則超越日誌所記載的事件，進到反省和行動計劃的層次。

五．評估「環境作爲靜態教育者」：兒童與成人相處的環境，可視爲幼兒額外的教育者，堪稱「靜態」教育者。在義大利北部的艾美寧幼兒教育課程（Reggio Emilia early childhood programs），就特別注重外在環境的佈置和安排對幼兒造成的影響。外在環境會在很多方面培養孩子的價値觀念，指導他們的行爲和學習。環境是社會建構的地方，正如語言和意義也是人爲的建構。幼兒教育的環境，可以安排成家庭的模樣。它好比火爐的根基，溫暖而堅固。家庭式的環境讓大家共同相處，既是群體的一份子，又是獨立的個體。幼兒教育環境是由幾位成人和一班幼兒所組成，應該是一個互相關懷的群體。研究指出很多幼兒教育家在爲小朋友分組時，的確製造出家庭的氣氛。

那麼我們如何評估環境作爲額外的「教育者」？這個環境能否構成學習的地方呢？我們如何知道？我們如何去決定環境的時間和空間編排？爲什麼會有這樣的安排？標準的日常程序是怎樣？這些規律如何幫助孩子學習？天然審美和資源的安排又怎樣？評估教育環境作爲「靜態」教育者，需要從環境的啓發挑戰性，及鼓勵作用這兩方面出發，並且視乎這兩方面是否取得平衡。意思就是外在環境如何鼓勵兒童的全人發展和學習？另一方面，環境所提供的挑戰是否適合兒童的階段呢？

兒童彼此之間或兒童與成人之間的「**自述談話**」應該**錄音**，讓教育家錄寫與環境資源有關的重要概念和主意。當孩子談論當日所發生的事情時，可讓教育家窺探兒童對環境的看法，以孩子的角度評估環境的安排、作用、空間與時間的運用等。例如：「圖書角太擠逼太嘈吵了」，「我們在課室門口和著音樂節拍去跳舞」，「我們想建造更多飛機」，「我在那裡畫了很多幅圖畫」。「**事項抽樣**」詳細記錄當日發生的事件或經驗。教育家記錄事件發生的地點、人物、經過、後果反應、資源或障礙。事項抽樣雖然是對一般環境的評估，也可以洞察兒童。更嚴密的事項抽樣方法，包括計算環境內資源的**數量**，和使用**活動記錄表**去寫下資源的可用性及實際運用情況。一部固定位置的自動**攝錄機**，可以拍下不同時段的情況供人檢討、分享及反省。這些有關環境的記錄，可以在職員會議中提出，或與同伴導師分享，跟其他課程評估一起討論。

評估：神話和比喻、意義和回憶

我曾建議幼兒教育家學習湯密思（Sue Thomas）一樣，作更多的自述談話、密切的與同儕作合作討論、和摘寫更有意義的記錄。這樣做所帶來的結果，是更豐富的評估、更深入的解釋、更有意思的反省和更充實的計劃。箇中過程是多姿多彩，而不是死板一律的。教育家只要集合這種多重層次的方法，查究幼兒教育的各個特色，便可以在面對日常工作的難題時，作出實質的反省。採取以上的評估法，教育家可以積極邀請家長參與，同時有效地向家長負責。有關兒

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童的學習，可以用兩種途徑通知家長：一是擺放**活動大綱日誌**在入口處，一是**每兩星期**發出**課程綜合報告**讓孩子帶返家中

這裡所提及的自我反省、同伴合作、分享報告，是有意義的評估方法，均適用於教育家、兒童與家庭、及教育機構。這些方法都是採用具有反省的行動，而不是循例式的做法；是雙向互動的學習，而不是單向填鴨式的課程（Zeichner & Liston，一九八七年）。這樣透過對幼兒教育的評估及討論，也爲教育家提供了專業訓練的機會。這種敏銳的評估法，揉合了「陰」的特色，來抗衡歷來過份強調的「陽」的標準。我相信以「陰陽」符號比喻敏銳的評估，對於發掘和揭示社會建構的教育組織和課程，是有作用的。敏銳的評估有助顯露我們對童年和幼兒教育所抱的看法或所相信的神話傳說。它既幫助我們平衡對品質的看法，又協助我們把日常教學的實際行動回憶記錄下來。「陰陽」的比喻提供了一個充滿活力的架構，去評估幼兒教育，尤其是當評估的做法能較爲多採用「陰」的一面時，評估便顯得更爲敏銳和有效。

鳴謝

在此多謝我的同事李森（Di Nailon）和夏理惠（Gail Halliwell）在概念上的切磋。此外，亦要感謝蔡滋慧翻譯，關艷蓮審閱文稿。

總結「陰陽」調和的五個幼兒教育特色：

	陰	***陽***
背景特色	價值觀、信念	價值觀、信念
	部份標準代表教育家的個人知識	全部標準都爲理論性的立場
組織作爲氣候	爲文化把脈	PLOC
	集體回憶	理論/標準
成人作爲教育家	軼事	核對清單和問卷
	同儕訓練	臨床式監察
	敘事日誌	標準
兒童作爲學習者	觀察及兒童研究	理論/標準
	傾談	
	進度記錄或個案研究	
	檔案庫：照片、作品樣本	
	集體創思網，社網圖	
	錄映帶	
關係作爲本質	自覺承認	理論/標準
	教室關係日誌	
	圓桌會議討論	
	活動大綱日誌	
	兩週一次的課程綜合報告	
環境作爲靜態教育者	自述談話	理論/標準
	事項抽樣	
	數量、活動記錄表	
	攝錄機的記錄	

摘要

ABSTRACTS

PP

Promoting Quality Early Childhood Special Education

Au Mei Lan

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Early childhood is vital to the continued development of an individual. Experiences of during this period can influence the attainment of development potential. The effects of environmental influences during infancy and early childhood are more lasting and pervasive than during any later phase of the life cycle (Drew et al., 1992). This illustrates the importance of good quality education for early childhood and early intervention for children with special needs. The present paper addresses the relationship of the four broad areas of development to learning : physical, language, cognitive and psychosocial. The issue of integration and the importance of home school cooperation would be discussed.

Interest in Learning: Basis of Literacy

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One purpose of preschool educational is to lay a good hashes of entering primary school for children, so how to combine literacy education with preschool education is very important, but we must be careful not to make preschool education similar to the education of grade one of primary school. In order to find a way that we can both give preschool age children a training of Chinese characters and make preschool education different from that of grade one of primary school, we've been caring out a research on early childhood literacy education and figure education.

I. Create and offer reading opportunities as many as possible for children so as to develop their interest in Chinese characters learning.

Creating reading and Chinese characters learning environment and offer opportunities of practicing is the first step to develop children's interest in learning and reading Chinese characters. By means of this, children will unconsciously deal with Chinese characters here and there, now and then in their daily life, and in such an environment, we can succeed in arousing their interest in Chinese characters so long as we consolably to attract their attention to these characters around them.

II. Arouse children's interest and help them acquire a basic knowledge of Chinese characters.

On the own part of Chinese characters, they are so boring and abstract to children, so whether children have interest in Chinese characters is one of the standards to judges whether we have succeed or failed in early childhood literacy education.

III. Contrail the proper limits of character learning in preschool education and promote the all - round development of children.

Now more and more people have gradually real and accepted that literacy education of early child is necessary and feasible, so combining fun with sen meant and create natural and easy study environment during preschool education have been practicing and thus children can get fun out of learning and obsess new knowledge through making fun.

Children's Social Competence and Parents' Child-reading Style: a Cross-cultural Study

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Children's social competence, which influences children's growth to a great extent, is an important topic in developmental psychology, Previous researchers suggest parents' rearing-style take a crucial role in the development of children's sociability. The present study was designed to explore the relations between children's social competence, parents' rearing-style, and children's sociometric status. On the other hand, children's socialization is inevitably affected by the social and cultural environment to which the children expose. China mainland and Hong Kong differ in both social institution and sbbcultures despite they share the same cultural tradition. Our studies also compare the children's social competence and parents' rearing-style from the two populations. 60 children in Beijing and 60 children in Hong Kong (30- and 11-yrear old, respectively) as well as their parents participated the studies. Both the children's responses to two episodes regarding their social life and their sociometric nominations were used to generate measures of their social competence. Q-sort method was employed to get parents' child-rearing style. Parents' child-rearing style was found to be predictive of children's social competence. The results in Beijing and Hong Kong were compared and discussed under cultural considerations.

The effects of stress preparation and spurning by peers on job satisfaction in kindergarten teachers

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WONG Kwok Sai
(Hong Kong Institute of Education)

A model on helpers' reactions to rejection of their help proposed that rejection is stressful to the helpers, as it carries negative implications on their self-images as efficacious and caring individuals. To establish the external validity of this model, we investigated the extent to spurning would induce negative consequences in various types of professional helping contexts, involving different categories of professional helpers and help recipients, and different forms of help. Relatedly, we examined in the present study the extent to which kindergarten teachers experienced rejection of their help by their peers. Our major hypotheses, in line with the proposed negative effects of spurning, was that spurning would induce lowered job satisfaction.

We also examined whether prior preparation for spurning would moderate the occurrence of spurning. In a previous study which employed a cross-sectional design, we found that stress preparation resulted in less spurning. The present study utilized a longitudinal design to examine the effect of stress preparation. We predicted that teachers who were more prepared would experience less spurning than would teachers who were less prepared teachers.

Forty two new kindergarten teachers responded to a questionnaire that measured the extent to which they felt they were prepared for spurning by their peers before they engaged in teaching. Six months into their work these teachers filled out another questionnaire measuring the extent that they experienced spurning by peers. At end of their first year of work, they responded to a third questionnaire assessing their job satisfaction.

The results provided support for the hypotheses. The implications of the results for teacher training were also discussed.

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The comprehension and production of Cantonese speech material by Hong Kong kindergartners

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The present study obtained descriptive data on the ability to discriminate/produce certain Cantonese consonants and grammatical constructions for a younger (mean age=46.4 months; n=240) and an older group (mean age=56.2 months; n=245) of Hong Kong kindergartners who spoke Cantonese as their native language. The children were required to make discriminative judgments on and orally produce certain items in a consonant and a grammar test. The latter slightly modified the Imitation, Comprehension and Production Test devised by Fraser, Bellugi, & Brown (1963) and incorporated into itself some prominent Cantonese grammatical contrasts.

It was reported that the older group outperformed the younger group on both tests and discrimination/comprehension was in general easier than production. For consonant processing, the dimension of articulation place was the easiest to resolve while that of voicing was the most difficult. The difference between articulation manner and voicing manifested itself only in production. For the processing of grammatical contrast, active constructions and the future-progressive contrast were equally difficult for both groups of children. The singular-plural and the perfective-progressive contrast were of medium difficulty. Some interactions were found among certain contrastive dimensions, age and response mode (comprehension vs. production). Educational implications of the present results were discussed.

Early Intervention for High Risk Infants

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Early intervention services are services designed to meet the developmental needs of each eligible child and the needs of the family related to enhancing the child's development. The comprehensive developmental needs of infants and toddlers with disabilities cannot be adequately addressed without also recognising their medical / health and family support needs. Thus, early intervention process is as much a medical, health, and social service task as an educational one and there is great need to integrate medical, health, educational, and social services.

There has been great debate on the effectiveness of early intervention programmes for high risk infants. Consensus has been arrived in the last decade that early provision of medical care and intervention services for children who have developmental disabilities or other handicapping conditions offers significant benefits and improved outcomes. Many different kinds of programmes, some focusing on individual therapy for the child, some on parent training and some on both have been developed. Several key programme variables, namely intensity of programme, beginning early in life, provide family support and parent education, personal abilities, attitudes andstability of programme trainersappear to particularlyinfluence the effectiveness of developmental interventions.

Several early intervention programmes will be presented for discussion.

PP

淺談幼兒閱讀興趣的培養

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郭潤萍
（廣州市中山六路幼兒園）

一. 創設良好的閱讀環境，引導幼兒閱讀興趣。

從改變閱讀環境入手，更改閱讀區的布局，按幼兒的需要改換閱讀的圖書。 從調查表明，輕鬆、自由環境，大大提高幼兒閱讀的興趣。

二. 根據不同年齡幼兒的閱讀能力及水平，選擇幼兒喜愛的圖書，增加幼兒閱讀的興趣。

從調查表明，小、中、大班的幼兒對選擇讀物各有不同，按不同年齡幼兒的需要，更換閱讀區的讀物，增加了幼兒對閱讀的興趣。

三. 通過教師的指導，幫助幼兒掌握閱讀的方法，提高幼兒對閱讀的興趣。

教師有意識地組織閱讀活動，在活動中根據不同年齡的幼兒進行指導，各年齡的指導目標及要求各有不同。

四. 通過探索和研究，收到了良好的效果。

PP

我國 4-6 歲幼兒遊戲選擇傾向性調查

黃銀華
(貴陽市雲岩區婦聯幼兒園)
李清萍
(貴陽市雲岩區婦聯幼兒園)

一、調查的目的：①幼兒對於各種遊戲活動的選擇傾向性有何特點；②幼兒對遊戲的選擇傾向上否在性別差異和年齡差異；③幼兒在幼園和家庭不同的環境中對遊戲選擇傾向是否相同。爲今後開展遊戲提供有利條條和客觀依據。

二、調查對象：全園 204 名幼兒中隨機抽取 90 名作爲調查對象，分 4 、 5 、 6 歲三個年齡組，每年齡組 30 名，男、女各 15 名。

三、調查結果與分析：①幼兒更多地選擇角色遊戲，結構、體育、科學遊戲，②幼兒在對遊戲的選擇上有明顯的性別差異，男孩比女孩更傾向於選擇結構、體育遊戲，女孩比男更喜歡角色、美工遊戲；③不同年齡的幼兒於同一種類遊戲表現差異，“聽故事”表現爲隨年齡增長而降低，科學遊戲隨年齡增長而提高的趨勢；④幼兒在園與家庭選擇的遊戲向有所不同。

四、建議：①優化遊對環境，爲幼兒提供更多的交往機會；②加強家園聯係，優化家教環境。

PP

創設促進幼兒身心發展和諧的教育環境

黃艷甜

（番禺市北城幼兒園）

“人是環境的產物”。 爲幼兒創設良好的環境，是孕育未來人才需要，是二十一世紀的需要，是我國的一項基本國策，是提高我國民族素質的需要。 基于該認識，作者以番禺市北城幼兒園“努力創設一個適合幼兒年齡特點的，能促進幼兒身心和諧發展的教育環境”作爲研究課題，并通過實踐操作，提出：

1. 爲幼兒創設多功能的教育環境；
2. 與幼兒共創多功能的教育環境；
3. 利用廢物創設多功能的教育環境；
4. 創設物質條件和精神條件并存的教育環境。

這幾方面作爲主要的觀點，以理論指導實踐，在通過環境的作用，對該園確起到積極推動的作用。

PP

A Preliminary Report on A Modified Set of Motor Performance Test for Hong Kong Kindergarten Children

Henrietta Man Hing Ip
(Hong Kong Childhealth Foundation)
Lam Lam Mei-yung, Hazel
(Hong Kong Institute of Education)

This paper describes part of the results from a two-year project aimed at developing a motor performance test instrument for a Motor Performance Award Scheme for Kindergarten Children organized by Hong Kong Childhealth Foundation. The subjects were 1402 K1 to K3 children, age 3.5 to 6.5 years. A set of tests was modified for Hong Kong kindergarten children and was administered to measure their gross motor performance. It was found that boys were superior to girls on agility and throwing. Girls were better than boys on static balance and tiptoe balance walk. A tremendous improvement on agility was found at age 5.5 years. After 4 years old, children's ability on static balance increased with increasing age. As expected young children's gross motor performance improved with age. The modified set of test for motor performance was found suitable to use in Hong Kong for Kindergarten children.

PP

3－6 歲幼兒的膳食現狀調查報告

顧美鳳
（上海交通大學幼兒園）
丁宗興
（上海交通大學幼兒園）

我們調查了上海交通大學幼兒園在園 419 名 3-6 歲幼兒三天早、午、晚餐和點心中的能量與營養素攝入水平，對其中熱能、蛋白質、脂肪來源作了分析，對改善幼兒園和家庭中幼兒食譜提出了建議。

PP

Chinese concept of the gifted and talented

Caroline Kwok
(MegaBrain Training Consultants Ltd)

As early as the Western Han Dynasty (206 BC-7 AD), the Chinese government have been looking for children with exceptional abilities. This carried on till the Ming Dynasty (1368-1644 AD). In modern China since the 1970s, gifted and talented education was revived. This paper will take on a historical approach to discuss how the Chinese have been identifying the gifted and talented. Also, part of the paper will cover what Hong Kong has been doing in gifted and talented education in recent years.

Action, Experience, and Reflection : Towards Professional Learning and Change in and through Practice

Kwong Lee Wai-yee, Margaret
(The Hong Kong Institute of Education)
Kwong Wai Man
(City University of Hong Kong)

Initial professional education equips practitioners with professional knowledge that is not immediately usable. When beginners have their first experience in trying to "use" professional knowledge in practice, they invariably come across the problem of knowledge use in practice. In this paper, the practice experience of students undergoing social work training and kindergarten teacher educations is examined with a focus on how beginners use knowledge in practice. As knowledge taught in the academic context is both abstract and decontextualized, such knowledge is not immediately usable in the action context of professional practice. Beginners are therefore often baffled by the misfit of what they expect their professional action will bring about and the actual outcome of such action. Case studies are presented to show how students, through engaging themselves in reflective writing, examine the phenomenon of knowledge use in professional practice and emerge with a grounded perspective of what it is like to use kinoledge in practice and how that knowledge is in turn revised as a result.

Macau's quality teacher education for kindergartens in the 21st century

Lei Pou Tin   Vong Keang Leng
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Quality education for children relies largely on the quality of a comprehensive education program for kindergarten teachers. For decades, Macau has been working towards quality teacher education. The Faculty of Education of the University of Macau has taken up this task since 1987. What has recently been established is a teacher education program which seeks to provide pre-/in-service kindergarten teachers with knowledge and skills on new teaching methods, the latest concepts of education and a creative, children-centred curriculum, management of kindergartens, a sense of the trend and development in education in the region, as well as authentic practical field experiences. Although what we mention here are not the only areas which contribute to quality kindergarten teacher education, we believe that they are the fundamental contributing components. In addition, we believe that a refined integration of the different subject areas is the essence of a quality education program which enables trainees to be multi-functional figures in complex school settings as we move towards the 21st century. In this discussion, we will look at the ways on how our Faculty contrives to achieve these objectives as espoused in the revised Early Childhood Program.

PP

建立師生之間良好的情感

李清萍

(貴陽市雲岩區婦聯幼兒園)

一·三歲兒童離開父母的懷抱，來到陌生的環境—幼兒園。在他們的生活中是一個大的轉折。

二·兒童在幼兒園裡是獲得愉快、喜愛等積極的情緒、情感體驗，還是產生煩悶、厭惡等消極的情緒、情感體驗，取決於兒童合理的主觀需要是否得到滿足。

三·教師必須象媽媽一樣愛每一個孩子，向他們提供愛與幫助，盡快建立師生之間良好親密的情感，滿足兒童安全感的需要、愛的需要和自尊、自信心需要。

四·教師要注意自己的情緒，對幼兒的感染作用，要以充沛的精力，愉快的情緒，豐富的表情和生動的語言來感染幼兒，使他們同樣也體驗愉快，振奮的情緒。

五·師生之間良好的情感的建立是獲取幼兒教育效益的重要因素。

略談學前教育的發展趨向

廖佩芝
（廣州市幼兒師範學校）

中國要在21世紀中葉趕上世界中等發達國家，必須將教育擺在優先發展的戰略地位，幼兒教育事業對人才成長起著奠基作用，關系著國家的未來。 目前隨著社會生產力的發展，學前教育在許多方面發生了很大的變化，特別是西方主要資本主義國家，學前教育發展的速度是驚人的，在東方、日本和中國的學前教育也各具特色。 我們學習國外的經驗和理論，一定要揚長避短、爲我所用。

隨著社會的發展，世界各國都十分重視兒童的早期教育，其發展趨向主要是：1. 教育觀念：面向全體，整體發展。 2. 教育實施：加強立法、形式多樣。 3. 師資建設：數量質量，雙管齊下。

從國外學前教育的發展趨向，觀照我國學前教育發展的任務，我們認爲必須重視如下幾個方面： 1. 正確處理好經濟建設與發展幼兒教育的關系。 2. 大膽探索，促進幼兒教育向開放型、多功能方向發展。 3. 多層次發展幼兒師範教育，培養高素質的師資隊伍。

PP

論幼教隊伍素質的培養和提高

廖燕芳

（番禺市政府托幼工作領導小組辦公室）

優質幼教，保證幼兒身心的健康發展，使他們有一個美好的童年，這是時代賦予幼教工作者的任務。 在中國幼兒園是對幼兒進行教育的專門機構，幼兒教師又是幼兒的直接教育者，幼兒能否在體、智、德、美各個方面獲得良好的發展，爲幼兒的后讀學習奠定良好的素質基礎，關鍵在與幼教人員是否具有良好的素質。

由于目前師資基礎差，學歷偏低，隊伍不穩定。 流動性大，加上園長管理能力低，各方面的培養提高極待解決，本人以本市的實通過對番禺幼教人員的狀況分析，提出培養。

PP

幼兒園中班音樂能力發展狀況的研究報告

連育紅

王薇國

林泳海

(中國廣東省廣州市第二幼兒園)

我園中班教師所創造的‘動情結合，自由表現’。以培養幼兒奏感和聽覺力目標的音樂教學法，我們臨場聽其教學觀察兒童在音樂活動中的表現，結果令人耳目一新，故決定研究之。依據前人的音樂測試，盡可能使測題反出音樂能力實質的那些特點：從中班兒童教育實際出發，選擇“模仿旋律”唱歌，音樂體記三個分測驗評定兒童的音樂能力，研究意義。評定兒童音樂能力發展水平及其性別差異，追源肯定其音樂教學的成功之處，結果：以培養幼兒節奏感和聽覺力爲目標的“動情結合，自由表現”的音樂教學法是可取的，有價値的。可望幼兒園音樂教師借鑒，試用，討論，進一步改善這個教學法。

珠海市南山幼兒園普通話現狀的調查分析

孟瑞君

(中國廣東珠海市南山幼兒園)

爲了掌握我園普通話教育工作的實際情況，探索粵方言地區學習普通話的規律，爲制定我園語言教育目標提供依據，特對我園幼兒的普通話現狀進行調查。

對教師、家長採用問卷法，了解幼兒講普通話的現狀和家庭語言環境現狀。採用測查法，了解幼兒普通話發音方法、語音調値、朗讀技巧的現狀。（調查內容略）

在詩調查結果進行分析的基礎上（內容略），提出如下建議：

（一）　結合廣東地區粵方言特點，應該把普通話教育納入幼兒園語言教育目標當中，充分認識普通話教育對促進幼兒口語發展，思維發展，語言交際能力發展的作用。

（二）　普通話教育應根據幼兒年齡特點，生理特點有規律的進行。尤其是對講方言的幼兒，應在了解粵方言和普通話主要差異的基礎上，根據他們發音中存在的實際問題和因難設計活動。

（三）　創造良好的普通話語環境。
教師應利用多種進途徑創設環境，給幼兒提供說標準的普通話的條件和機會。幼兒園應該對講方言家長配合幼兒園普通話教育的要求，做到家園同步。

（四）　學習普通話最困難的就是講方言的幼兒，因此，教師首先應該重視培養幼兒學習自信心。

（五）　選擇適合幼兒能力表現的兒童文學作品，論幼兒在欣賞和朗讀中規範普通話語音，學習朗讀表現技巧，感受文學作品語言美，達到良好的語言活動效果。

PP

模尺教學對三至四歲幼兒繪畫能力的影響

毛園園
(中國廣東珠海南山幼兒園)

論幼兒園小班幼兒，不再因描形技能的差距限制幼兒在畫面中創造，想像以及對色彩的表現。試圖論幼兒在這種“玩形狀，添色彩”遊戲中，發展幼兒的小肌肉，爲其進一步的表現打基礎，做準備。

模尺分爲內模尺和外模尺兩種。內模尺即延鏤空的部分印畫，由於模尺邊擋著面面，無法看到整體的效果，因此適於畫單個較完整的物體。外模尺即延模尺緣印畫，可選用多種形狀拼畫物體，豐富畫面。

模尺實驗對幼兒美術表現有一定的影響，（實驗數據略）主要表現在以下幾個方面：

（1） 培養了幼兒的自信心。只要掌握了模尺的操作方法，幼兒就能畫出較形像的物體來，自信心也隨之增強了。

（2） 控制小肌肉動作，發展其協調性，模尺的操作過程是雙手共同運用的過程，因此使用模尺可促進和提高幼兒雙手的協調性。

（3） 培養幼兒積極動腦的好習慣，發展幼兒的擴展性思維，培養幼兒的想像力和創造力。

（4） 模尺教學注重幼兒個體差異，使每位幼兒在不同水平上共同提高。

根據以上情況，提出如下建議：

以往美術教學多是教師示範，幼兒臨摹。所以，幼兒的想像力，創造力得不到充分的發揮。使用模尺後，幼兒可脫離範圍，由一個簡單的形想像出多種物體，畫面不再受形狀的限制。因此，如果將模尺教學與常規美術教學結合，一方面可提高幼兒的想像力，創造力及繪畫能力，另一方面更充分地發揮幼兒的自主任，體現教學中幼兒的主體作用。

Hong Kong Kindergarten Children's Perceptions of Themselves as Learners

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In this study, structured interviews were used to obtain data from a randomly selected group of 4-5 year old children attending Kindergartens in Hong Kong. The interviews were conducted in Cantonese in naturalistic settings. Six key questions were used to explore the children's' views about how they learnt, how successful they were as learners, and what they particularly liked to learn.

This paper outlines some of the methodological issues encountered both in interviewing young children and the subsequent analysis of the interview data. Results are discussed in terms of the influence of the cultural context on children's perceptions of self as learner and what they like to learn. The implications for early childhood education of these perceptions and preferences are examined.

PP

Why Homework is Set in Hong Kong Kindergartens

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This paper will present the results of an investigation carried out in 1996 by in-service teachers and a staff member of Hong Kong Institute of Education into the use of homework as part of kindergarten programs in Hong Kong. The paper will be presented in three parts.

In the first part, data will be presented from a sample of kindergarten teachers and parents of children in those teachers' classes, as to the amount and the type of homework being given to children of different age groups. The second part of the paper will present data on the reasons kindergarten teachers give for setting the amount and type of homework they do, and what they perceive this homework may achieve. In the third part, teachers' views and expectations about homework will be compared and contrasted with those of parents and implications for teachers explored.

PP

淺析電視卡通片對兒童發展的影響

施　穎

(珠海市機關第三幼兒園)

隨著社會的不斷現代化，電視已走進了每家每戶，電視卡對孩子們的影響已滲透在他們生活的各方面。那麼，電視卡通對幼兒是否眞正起到積極的作用，我們又應如何充分利用這種幼兒鍾愛的形式來達到我們教育的目的呢？本文試圖從電卡通在幼兒心目中的地位以及現狀兩方面作一些初的評析，同時，也對電視卡通如何爲培養下一服務，通過電視卡通片使孩子在愉悅中學到更廣泛的知識，提出了一些初步的設想和期望。主要目的是想以此短文引起各位同行的共鳴，希冀大家甚至社會各界爲此做一些實事。

PP

Interest-Directed Projects and Research Skills as Promising Enrichment Strategies for Young Learners

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New teaching and learning strategies are emerging to meet the challenge of quality education for our younger generation at the turn of the 21st century. In the past decade, increasing western literature, mostly in American educational research, has lent support to two effective enrichment strategies which serve to stimulate learning and motivation of young children (Renzulli & Reis, 1986; Burns, 1990). Interest-based individual and small group projects have been advocated as an approach appealing to many young learners, and were found to be particularly effective for the underachieving bright and children with special educational needs (Bum & Neu, 1995). Stepwise research skills, on the other hand, are regarded as highly valuable techniques to guide young children in completing their interest-directed projects (Sheldon & Morse, 1995 ; Westberg & Archambault, 1995). Studies generally indicate that when young children are able to explore and identify their own interests in developing themes for project work,be trained in a logical research orientation, and guidedby systematic research steps, their levels of task commitment in achieving realistic learning goals are found higher than those taught by teacher-directed instruction strategies and undifferentiated curricula. This paper outlines essential steps in the research process, and a few indigenous examples of interest-based project work are illustrated in order to generate discussion on the feasibility, strengths and limitation of applying such strategies in the Hong Kong context.

興趣主導計劃與科研技巧及培育兒童之有效策略

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邁向二十一世紀要求「優質教育」的年代，嶄新的教學策略不斷涌現來迎接挑戰。在過去十年間，不少西方研究提倡興趣主導計劃與科研技巧爲兩種成效顯著的教學策略，尤獲美國教育學者的支持(Renzulli & Reis, 1986, Burns, 1990)。研究顯示兒童在學習過程中需要得到適當的引導，首先發掘自己的興趣，確認及訂定以興趣爲基礎的實務主題，然後接受科學研究的技巧訓練，按著系統性的研究步驟，進行以興趣主導的個人或小組實務計劃(Sheldon & Morse, 1995; Westberg & Archambault, 1995)。此兩種策略相較於教師導向式的傳統教學策略及課程，不單只能協助兒童深化各類知識的內容，而且可提升一般兒童的學習熱忱，包括學習動機、興趣及對完成學習目標的投入程度等。一些教育研究更指出此等教學策略對啓導低學業成業的資優生及有特殊需要的資優兒童，尤見果效(Baum & Nen, 1995)。本文嘗試介紹爲兒童設計的科研基本步驟，透過一些學童的實務計劃爲示範實例，引領教育工作者討論在香港實踐此兩種策略的可行性、優點及限制。

To design a comprehensive and differentiated language module for children

Miranda Tse Margaret Mak
(Curriculum Development Institute, Education Department, Hong Kong)

The design of a comprehensive and differentiated language module for children was explored, incorporating the following features:

(a) Integrating the skills of listening, speaking, reading and writing;
(b) The module is graded, pitched at different levels of children's abilities;
(c) Different units of the module form a continuum so that children's potential may be more fully developed;
(d) The module would enhance the learning of different language items and supported by authentic learning materials.

The summary for 《Investigation on the development of the concept of "Liang" of objective on infants age 4-6 in our kindergarten》

Wan Wen Zhen
(Guiyang City No. 5 Kindergarten)
Chen Xingwu
(Guiyang City No. 5 Kindergarten)

I. Aims of investigation :

1. To know about the situation among said infants about the understanding of "Liang" of objective which contains things features regarding big or small, Long or short, fat or thin etc.
2. To find out differences about the understanding of "Liang" among infants in different ages classes.
3. To know whether or not sex difference exist about the understanding of "Liang" between boys and girls.

II. Objects of investigation

We drew 90 infants out at random as investigating objects and divided them as three groups aged 4,5 and 6 respertirelly, with one group consisting of 15 boys and 15 girls.

III. The method of investigation

Vitalizing the individual nrestigation method, we investigated eight aspects of objective's "regarding big or small, long or short, fat and thin sizes etc, and worked out two kinds of question on contract and on arrangement.

IV. The analysis of results and Correlation

1. Infants aged 4-6 enhance their ability to understanding "Liang" gradually with the growth of age. They gain higher score in "Liang" contract questions than that gained in "Liang" arrangement questions.
2. Distinct difference can be seen about the understanding of "Liang" between 5-age group and 4-age group, which is more obvious than that seen between 6-age group and 5-age group.
and girls aged 4-6.

V. Suggestions in teaching

1. Teachers should provide many toys and materials for children to feet and understand "Liang" through operating and exploring activities, enhancing their ability to find and understand " Liang" through observing contrasting and operating activities, Such work west be done from that time when the infants were skill in class.

2. Teachers training activities should able by the development tendency of infants ability to understand "Liang" arranging lartangment in order arrangement in adverse order rising arrangement double arrangements. Making infants know they are certain conditions for the understanding of "big or small, long or short, fat or thin", teachers should provide enough arrangement training activities for children.

PP

Preliminary Research on the Children's Emotional Education

Wan Wen Zhen

(Guiyang City No. 5 Kindergarten)

Shi Bao Shan

(Guiyang Educational Scientific Research Institute)

Synopsis :

I. The meaning and importance of the children's emotional development.

The whole lives of children are influenced by their good and healthy emotions and mentalities. We've been paying special attention to the children's emotions during the process of carrying out "The State Regulations of kindergartens" and "The Mental and Quality Educational experiments".

II. The practices of emotional education

1. The investigations of the subject;

We've investigated 21 problems in the aspects of "to respect parents and elders"; "to treat neighbors and friends kindly"; and "to treasure the achievements of labors".

2. The means of investigations :

Questionnaires 30 samples were selected freely from one class.

3. Analysis of the result

(The Table of Investigations Omitted)

4. The serial activities of emotional education :

A : Role playing : "Our Home"
"The Guests Are Coming"

B : Scene acting and story composing : "We Are All Good Friends"

C : Visiting raising the national flag and recognizing the state's territory on map; "I Love China".

D : Emotional education in kindergarten is coordinated with that in the children's families.

III. The effect and judgment

After investigating the 30 samples and above mentioned problems again, we find that;

1. In the aspect of resection parents and elders, the increasing rate is 33%;
2. In the aspect of giving ardent care and help to these who need it, the increasing rate is 72%.
3. In the aspect of patriotism, the increasing rate is 71%.

We conclude that the children emotions will be influenced imperceptibly by the teachers and parents. We believe that the above mentioned king of children will be optimist new generation with sound minds.

PP

幼兒園美術教育課程

汪愛玲

（廣州市越秀區教育局教研室）

潘瑞貞

（廣州市越秀區流水井幼兒園）

一. 在幼兒園美術教育中，我們認爲：

(一) 繪畫是線條和色彩組成，形和色是不可分的統一體。
(二) 幼兒對色彩的感知比對形體、線條感知早。
(三) 幼兒小肌肉群發育較晚，手指和腕部不夠靈活，動作不準確，年齡越小，這種特征越明顯。

二. 教育方法之研究：

(一) 從色彩入手，色形結合，培養幼兒對美術活動的興趣和建立自信心。 在豐富多樣的色彩游戲活動中，感受五顏六色奇妙的線條與變幻莫測的圖形，體驗成功的歡樂。

(二) 加強觀察指導，用具體的形象色彩感受，培養幼兒對客觀事物的正確感知。 克服作品模式化。

1. 加強對幼兒觀察能力的培養。
2. 盡最大努力取消教師範畫。
3. 提供豐富多樣材料，多種表現形式。

(三) 努力發掘幼兒潛力，培養幼兒獨立性和創造性。

1. 通過色彩的對比，色彩的冷暖，色彩的鮮和灰，色彩的情感等教育，使幼兒產生色彩聯想表現周圍事物及人的情感變化。
2. 提供多樣題材，多角度表現事物形式提高幼兒表現力。
3. 提高幼兒的設計能力，培養創造性。 予創造條件、機會、讓幼兒直接感知體驗

The characteristics of young children's moral judgement

Wong Mun
(Hong Kong Institute of Education)

Two tasks of preschool children's moral judgements were conducted in this study. 37 children aged 39 to 58 months were interviewed about two dilemmas: 1) classroom rule transgression and 2) accidental and deliberate materials damage. The main purpose of this study was to re-examine Piaget's theory of preschool children's moral judgement. The main focus was on 1) young children's ability to make intentionality judgements, 2) children's perception of classroom rules as beinq invarian/variant.

As many studies have highlighted the methodological limitations of Piaget's study of children's moral development, the present study has attempted to provide a methodological framework that systematically controlled the consequence by holding it constant and varied the types of motives; or controlled the motives and varied the intentions or contrast accidental and deliberate acts. The design pemmitted systematical analysis of the effects of either the different consequences and intentions or children's moral judgements.

The results indicated that preschoolers' moral judgements were not always based on the consequence as Piaget suggested, but varied across different moral context. Children as young as 3-4 years old were capable of considering the different motives of the actors in moral judgement, and they did not perceive classroom rules as invariant as Piaget postulated. Whether a rule can be changed depended on whether there was negative influence on others' welfare.

The present study highlighted the need for specificity with regard to the situation when discussing children's moral judgements. There were relatively few researchers who have studied 3-4 years old. This study however, showed that such data can be gained from discussing moral issues with children of this age group. It is anticipated that future research may be conducted with children of a similar age to gain a better insight into young children's moral judgement at the early stages of moral development.

PP

Teacher-Child Ratio and Preschool Quality: a Macau Study

Margaret N.C. Wong
(Hong Kong Institute of Education)

Teacher-child ratio has been identified in many research as one of the most important prerequisites to developing effective preschool programmes. The influence of teacher-child ratio upon preschool quality hinges on the postulation that teacher responses to each child is dependent on the number of children in her care, which relates directly to child development. The present study on preschool quality and child development was conducted in Macau between 1992 and 93.15 Chinese speaking kindergartens were involved, which were categorized into 5 groups according to teacher-child ratios ranging from 1:< 26 to 1: > 60.131 children in the age range of 4 yr.3m. to 4yr. 9m., attending a K2 class, were randomly selected from the 15 kindergartens. In this study, preschool quality is assessed from the global, structural and dynamic perspectives. Results indicated that a good kindergarten is also better represented in these aspects. Children in general fare better in kindergartens with higher quality, which higher quality, which also have lower teacher-child ratios. Teacher-child ratio is therefore substantiated as a major indicator of quality.

Improving the quality of English language education in early childhood

Ng Seok Moi
(Hong Kong Council of Early Childhood Education & Services)

This paper describes the results from the pilot stage of a three-year project aimed at improving English language learning for preschool children. It is well known that young children can learn two or three languages given suitable environments which include good models of the target languages and ample practice opportunities. These conditions are often not available in school environments including those in Hong Kong where many preschool teachers do not yet have the aural-oral control of English necessary for teaching the language.

However, preschool centres centres are under parental pressure to provide some English language teaching and the usual strategy is to resort to drilling methods which may not be motivating for young children. Teachers know well the problems of unmotivated children and many have pointed out that this negative attitude persists in the older age range of the primary school. With the givens noted above, curriculum materials were developed in the pilot phase of the project which introduce children to sounds of the English language through songs, stories and interesting follow-up activities.

Preliminary anecdotal evidence after 8 weeks of trial showed that some children had already picked up words and phrase and were enjoying the English lessons and that most of the project teachers were keen to continue with the project. The formative evaluation of the pilot project was granted through regular and systematic collection of feedback about various aspects of the project. This feedback will be used for improving the quality of the project and its delivery to the preschools.

PP

A study on the teaching problems encountered by preschool teachers in physical education lessons in Zhuhai, China: implications for INSET

Paul Shu Sing Wong
(Hong Kong Institute of Education)
Man Wah Chiu
(Zhuhai Boai Nursery)
Mok Sau Lo
(Zhuhai Education Committee: Preschool)

The purposes of this descriptive study were to examine the teaching problems in physical education (P.E.) as encountered by 210 preschool teachers coming from 16 nurseries of 3 types, namely, government, enterprise and private by the use of a survey method with a self devised questionnaire.

Results of the study confirmed that teaching preschool P.E. was not a very difficult task. The total average number of teaching problems and the average individual extent of problem index of the subjects were 34.2 and 2.96 (little problem) respectively. However, the problematic index of government teachers was found to be some problem (4.55). Besides, the ranking of the two abovementioned items ,when compared in the 3 types of nurseries were significantly shown as: government, enterprise and private ($P< 0.005$).

The number of major problems perceived by government, enterprise and private teachers were 11, 7 and 2 respectively. The most remarkable problems were the inadequate P.E. Teaching Resources, and parents over-emphases on children's' academic performance. On the other hand, no major problems had been perceived in the areas of P.E. Facilities & Equipment, Lesson Preparation, Teaching in P.E. and Relationship.

Results of the study supported the importance and needs for offering both system-based and school-based P.E. INSET programs to preschool teachers in Zhuhai, particularly in the areas of Class Management. Professional Knowledge and Parent Education.

Changes of Refractive Errors of Preschoolers

Wu Mew May
(Hong Kong Polytechnic University)

It is well known that poor vision affects learning. With very young child, how do we know if the refractive status is normal? How can we prevent poor vision develop? In the past few years, the vision researchers in Hong Kong had done studies in the attempt to answer the above questions. This paper summarizes some of the exciting work that are on going in this area.

The refractive status and vision problems of 391 primary one and two students who failed the screening test provided by the government, and were seen consecutively at The Hong Kong Polytechnic University Optometry Clinic, were analyzed. It was found that strabismus and amblopla were predominantly associated with anisometropia and astigmatism. It was also found that by the time the children reach primary years with vision problem, many of the problems were too late for effective treatment.

To find out the refractive stated of pre-scholars before they get vision problems, the refraction of 500 children of age 36 months to 65 months were studied in 1992. The results showed that in general, the refractive problems were nearsightedness and astigmatism, with only a few farsightedness, contrary to their counterparts in the western countries.

In the attempt to identify refractive problems early a simple and quick technique for screening young children is essential. A new technique, computerized photorefraction, is being developed for this purpose. It involves a digital camera that is connected to a computer. With this method, a close estimate of the refractive errors of very young children can be obtained instantly. When necessary, immediate referral for detail eye examination can be done, well before development of vision problems.

PP

Developing Children's Socialization through Games

Ye Kai Feng
(Guiyang City No. 8 Kindergarten)
Zhou Rui Ming
(Guiyang City No. 8 Kindergarten)
Zhou Zhi Xiong
(Guiyang City No. 8 Kindergarten)

The socialization of children is that of the children toreceive the social experiences an regulations and form their conductive standards which comply with the society, and that make them become members of society in process of growing up.

Family is the first place for child to be socialized. Now days the parents of one child family take excessive care, protection andrestriction for their children, which become an obstruction in process of children's socialization. So it's an important aspect for the parents of one child family to teach their children in developing their socialization, speeding up the transition of natural individuality towards social members.

The ways for us to do so is to require all the children in the kinder garden to do some games according to their will and wishes without the division of leering-classes. Examples : to play a part in the game; to do some games by their wishes; to do some handwork together, etc. Such kinds of games and activities provide good opportunities for these only-sons to have good places for social interaction.

By doing these games, the children get not only happiness and enjoyment, but also develop the idea of how to care about other people. They were learning that they

should exercise cheerdesires and comply with other companions. They were getting to know that of good cooperation is the mother of success and developing well-behaved deeds complied with the society. All these activities laid necessary and initial foundation for the young kids to be qualified social members.

A Survey on Kindergarten Teachers' Attitudes towards Their Job

Veronica Yeung Wong Wai-yum
(Hong Kong Institute of Education)

Introduction

It was stated by Jorde Bloom (1986) that "job satisfaction is a "composite" of the attitudes, evaluations, or emotional responses an individual has about the many facets of a particular job" (p.168). For my exploratory thesis study on the Job Satisfaction of Kindergarten Teachers in Hong Kong, I started with a small scale pilot survey on the attitudes of the kindergarten teachers expressed would give a better idea of what the teachers hold as important factors contributing to the satisfactory or dissatisfaction of their job. The assumption is that the attitudes the kindergarten teachers expressedwould give a better idea of what the teachers hold as important factors contributing to the satisfaction or dissatisfaction of their job. Since there is a scarcity of such kind of research on kindergarten teachers before, the survey made use of rather open ended questions to tap what is in the minds of the teachers.

Methods

50 students on the Qualified Kindergarten Teacher Education Course (Conversion) and 30 students on the Qualified Teacher Education Course (New), representing both trained and non-trained teachers with varied experience in the field, were invited to reflect to reflect on the following questions:

1) What makes you like your job?
2) What makes you dislike your job?

A content analysis was carried out afterwards.

Findings

Content analysis of the interviews suggested that there was not much difference between the two groups of teachers.

行動研究：「幼兒教師的獎勵行動」

楊黃蕙吟
黃智明
胡兆敏
蘇麗萍
鍾梅芳
(香港教育學院)

反思及建議

在未做行動研究之前，見"研究"二字，便有點卻步，認爲研究是一項牽涉很廣的計劃，了解甚麼是行動研究後，便知道它可以只針對一些政策一部份或作爲逐步改善的資料搜集。雖然學習之前，我們不認識「行動研究」，但實際上我們已嘗試過進行了一些類似的研究，只不過目標不夠清晰，不夠深入，也不懂分析，例如：課程活動，親子刊物的意見調查等。

研究工作是需要親身的經驗，才能學習到箇中技巧，正如今次的「獎勵研究」工作，假若目標不清晰，是會影響了資料搜集。所以今次的研究，讓我們領悟到學習是要自己不斷發問題的根源。

教育是一份有責任感、使命感的工作，從職業角度來看，是一種服務人的行業，要在市場上競爭，便需要不斷的進行研究工作，以達到改善或加強管理質素的目標。行動研究並非只是行政人員才可做，課室內的教師也可針對學生問題或反映意見等作出研究，所得的結果可作爲釐訂長遠的改善目標。

行動研究的工作，很多時需要多階層的意見和合作，這種民主的聲音能加強彼持的溝通和信任，並可共同制訂對外的服務承諾，員工在被受重視下，也可以加強機構內的團隊精神和歸屬感。

行動研究是「質」的研究，故此，強調所得的資料，會改變現存的方針與策略。

行動式研究使我們學會教育工作者一定要能高瞻遠矚，不斷發展教育事業。亦即看得遠和廣闊一些，然後可分別從小處去著手研究。例如，設計課程時，先要考慮社會的需要及變遷。現今家長的需要，學校的限制等，然後訂出一套優質教育方案。

PP

加速幼兒教育現代化迎接 21 世紀的挑戰

袁愛玲

(華南師範大學教育系)

一·教育思想的現代化

在現代教育中應樹立哪些兒觀？

在現代教育中應樹立哪些幼兒教育觀？

二·教育目標的現代化

在全面發展的目標中滲透競爭性、開放性、創造性、變化性、冒險性的培養

三·教育內容的現代化

1·全球教育

2·環保教育

3·創造教育

4·合作教育

四·教育條件的現代化

1·提高學歷層次

2·提高整體素質

五·師資隊伍的現代化

1·提高學歷層次，實現教師隊伍大轉化

2·提高每位教師的整體素質

六·教育管理的現代化

實施目標管理、質量管理、量化管理、計劃管理、制度管理

PP

全語言課程與幼兒識字教學

周炬原

(廣州市幼兒師範學校)

幼兒識字問題，既古老，又年輕，幼兒識字是有益或有害？如何進行科學的幼兒識字教學？至今仍爭論不休。

自從教育界推介全語言(Whole Language)的課程理論以來，已引起人們的極大的關注。

本文的內容主要是：（１）用全語言課程理論分析與闡述幼兒識字教學中的疑難問題；（２）介紹國內外在全語言課程理論指導下進行幼兒識字教學的成果、經驗。本文所介紹的理論是最新的語言理論，所介紹的幼兒識字經驗與方法也是科學的、有效的經驗與方法。閱讀本論文後，可令長期困擾著幼教界的幼兒識字問題，有一個全新和明確的答案。文章五千多字，共分兩大部分。

良好的家庭教育是幼兒成長的基礎

周凱玲
（番禺市學前教育學會）

家庭教育與幼兒園教育是幼兒成長的兩大教育環境，二者對培養新一代，對提高全民族素質，培養"四有"新人有著重大的意義。因此，家庭教育越來越爲社會重視。實踐表明：良好的家庭教育是孩子健康的成長條件。所以，作者以這個內容提出：

一、家庭教育存在的問題：
二、家庭教育的要求。

這兩方面作爲重要的觀點進行論述。

Developing a Co-operation Effort between Kindergarten and Parents

Zhou Rui Ming
(Guiyang City No. 8 Kindergarten)
Ye Kai Fong
(Guiyang City No. 8 Kindergarten)

It is the important part for what parents do work on their children is the important part of kindergarten's work. It is one of the most important way to improve the quality of service and to realize the cooperation, which is for improving the nurse quality of kindergartens.

Aim : 70 find out the service item for parents.

1. whether it is a necessity for parents to let their children still say in kindergarten except regular time.

The following is the statistics:

(1) Yes : 90% (2) sometimes : 90.35% (3) No : 0.65%

2. whether parents require kindergarten to supply service
   (1) two hours after work : 27.28% (2) Sunday : 1.94%
   (3) boarding nurse : 5.2% (4) sometimes : 48.4%
3. If parents require paid service
   (1) public officer : 76% (2) workers : 22.2%
   (3) non-public officer : 100%

According to the investigation about kindergarten, such nurse item supplied as nurse by time and "extra classes during summer holiday and winter holiday"

Aim : （二） Let parent to take pare in the education actives in kindergarten

1. children trip on foot of high class
   (1) approve : 97.5% (2) disapprove : 0 (3) vocation : 2.9%
   View : beneficial : 100% not beneficial : 0
2. If the buffet is accepted in kindergarten.
   like : 99.35% ought to 98.7% necessary : 100%
   the result of discussion :
   1. To solve the difficulty of having a mesa in kindergarten.
   2. To dalliance the Nutrition of food.
   3. Training the ability of operation.
4. To improve the infants social development.

W

幼兒音樂 --- 綜合課程活動

陳淑安女士

音樂與人類的情感有著最密切的關係。音樂能振奮人心，陶冶性情，安慰起伏的情緒，音樂最能打動孩子的心。美麗的旋律，活潑的節奏，在幼兒課程活動中是最吸引孩子，最受孩子歡迎的。如何在音樂活動中用非形式的教學法（Informal Education)潛移默化地使孩子無論在語文上，數學上，常識上以及品德方面都得到領悟，同時使老師們明白音樂在綜合課程活動上眞正的教育意義。這是本研習組的主要目的。

（請參加本組的老師攜帶節奏樂器）

快快樂樂學普通話’

陳純麗

(躍思教育機構)

香港學童大部份學習兩種語言，主要是以廣東話作爲第一語言，英文作爲第二語言，說的是廣東話，寫的卻要符合漢語的詞彙和語法，故從口語到書面語之過渡十分值得關注，另方面也有現中英雜用的句子，普通話的推廣是有其學習價值，然而在香港以普通話作爲第二語言教學無論在課程上、教材上、學習語言環境上都會有一定困難。

現以上所幼稚園在以上有限的情況下，以遊戲方式進行有意義的語文經驗，並強調：

（一）外在刺激，
（二）獲得普通話的經驗，
（三）使用普通話之意慾，
（四）鞏固普通話之活動。

透過錄影帶分享幼兒一些學習情境。

在學前教育機構推行全面優質管理

陳純麗
(躍思教育機構)

「全面優質管理」(Total Quality Management)是近年西方國家的工商企業界一項重要的管理哲學。香港部份規模宏大的商業機構也積極採用，而本港醫管局也是實踐此項嶄新的管理方法。

香港教育署副署長盧振鏗先生在九四年二月初出席一個主題爲「學校領導的嶄新意念——卓越商管模式的啓示」之研討會上指出，自八十年中期，世界先進國家已開始將商業管理之概念和模式引進入學校去，近年在這方面的研究報告，也証明了商業管理模式在教育機構內是非常有參考價値，藉著運用先進的管理方法，以提高學校的管理效能，進而達致優質教學之最終目標。

又行政局議員、師訓與師資諮詢委員會主席麥列菲菲教授於九四年七月在教育學院畢業禮的大會上發展演辭，指出香港近十年來對「優質服務」及「質素控制及改善」的重視程度日益增加。身爲專業人員的我們，必須積極參與質素保証的過程，麥列菲菲教授一再強調：「我們要從專發展的角度看『質素保証』。它便是促使個別教師技能和事業的發展達致學校和學院有所改進的一個過程。」

事實上，從另大角度看家長的需要，現今廿一紀九十年代的家長，越來越重視學前教育機構所提供的服務務質素，他們所要求的已不是「一般的」(Generic)或「期望的」(Expected)服務，而是「擴大的」(Augmented)甚至是「突破性」(Breakthrough)的優質服務。提供全面優質管理以達致家長滿意的服務，則該間機構必獲得家長之信賴和支持，這才可在劇烈的競爭環境下而生存，否則將遭受被淘汰的危機。

W

The Power and Potential of Play as an Effective Means for Integrating Children With and Without Disabilities

Don DeGraaf
Jessie M.F. Yee
(TREATS)

The objectives of this workshop are twofold. First to examine the power of play as a learning environment for children by promoting the development of life skills through co-operative games and workshops. Second to present TREATS unique programme of promoting awareness, understanding and acceptance of differences through integrated play for children with and without disabilities.

Outline

An outline of the workshop is presented below:

1. Introduction to the power of play	Don	(10 minutes)
2. Introduction to TREATS philosophy	Jessie	(10 minutes)
3. The TREATS programme	Don	(10 minutes)
4. An experiential example of play	Don & Jessie	(10 minutes)

Tunes and tales

Frances Onne-Fong Nancy E. Ho
(Hong Kong International School)

Have you ever wondered how to enhance your storytelling with music? This is a workshop where fables, folktales, and fairytales are interwoven with music, song and movement. Ideas from this workshop would be fun for children ages two to ten and every age in between.

W

怎樣運用「全語言學習」方法幫助兒童學中文

江李志蓁女士

（青田教育中心）

一般學習中國語文的方法都是採用「從零到整」的方法，即是先識字，然後學詞語、句子、小段，最後才讀整篇文章。用這樣的方法，需要費很長的時間，孩子才會獨立地閱讀和寫作。但「全語言學習」方法則採用「從整到零」的過程去教學的。讓孩子透過閱讀有趣的、與他們生活有關的、完整的故事，去學習語文，包括聆聽、識字、理解、說話和寫作。並且透過大量地閱讀適當的故事，不斷實習閱讀的技巧，如認字、辨認句式、猜測文意等。這樣以「閱讀去學習閱讀」，以「寫作去學習寫作」（Learning reading through reading, Learning writing through writing），比起學習單字、單詞，逐字去認去記去寫來有趣味和有意義。這個專題討論將會跟參與討論怎樣用這種靈活有趣的方法學中文。講座還包括錄影帶示範教學作爲參考。

W

Parent Meeting

Lori Herring

(Small World Christian Kindergarten)

It is often difficult for children to express their feelings children who cry easily, exhibit rage or extreme fear might be attempting to communicate something they can't yet verbalize.

Teachers need a format to help identify children with emotional difficulties and to teach these children sliategies for managing their feelings.

Lori Henning will discuss the value of play therapy and art therapy in modeling appropriate behavrolir for children and in helping children to better express themselves.

W

Innovative Ways of Learning Chinese Characters --- Learning Chinese Without Tears

Ms Ho How Sim
Buddhist Po Kwong School

Reading is one of the most efficient ways of language acquisition. In learning Chinese, the amount of characters that children recognize has a direct effect on their reading ability. Research suggests that if children can read and understand around 500 commonly used Chinese characters, they can start reading simple children's books without much difficulty. (張志公（漢字與閱讀））

The idea of learning Chinese characters through poetry is demonstrated in a video taken in a kindergarten in Hong Kong.

Conventionally, we use 'six forms', which are pictographs 象形, self-explanatory 指事, associative compounds 會意, pictophonetic 形聲, synonymous 轉注 and phonetic loan 假借, to describe the construction of Chinese characters. Mastering these basic character-construction rules will not only help children to remember the characters that they have learnt before but also help them in handwriting, dictation and build up their self learning ability skill at the same time.

Activities and games are designed to reinforce children's learning.

幼兒寫字基本法

劉舜卿

(好時光教育機構)

寫前準備

（甲） 寫字前須具備的能力

（乙） 幫助小肌肉穩定

（丙） 手眼協調的訓練

（丁） 握筆的練習

教導幼童寫字的原則

教寫字的程序

學寫數目字的原則

在家裡如何鼓勵小朋友寫字

三歲班寫字情況統計

提早寫字的害處

有趣的字謎

W

Math Mania -- A "Hands-on" Math Workshop

Allen Link
(Hong Kong International School)

Come see how a set of ordinary dominoes and a set of bathroom tiles can provide your students with a "hands-on" approach to reinforce some of our basic arithmetic problems and extend thinking into higher levels of problem solving. Teachers will actively participate and create activities using these manipulatives. Participants should leave this workshop with activities they can incorporate into their math lessons tomorrow. Recommended for ages 5 and above.

W

Developing a Programme to Meet the Needs of Individual Differences

Liu Yueqin
(Guiyang City No.11 Kindergarten)
Zeng Yuqi
(Guiyang City No.11 Kindergarten)

I. Guiding Thought

To cultivate the qualified personnel for the coming new century we should transform our concepts of education and reform the traditional patterns of education, face all the children and pay special attention to the individual differences, ensure each child's progress.

II. Methods and Measures

1. Arrange the timetable for children reasonably, reduce the time to wait among various links of the activities, let children have more time for taking part both in group and free activities.
2. In the classroom, in all the corners for children's games, teachers should get different kinds of materials ready for the use of the children according to their needs.
3. In order to carry out the education effectively according to the differences of the children we should find out about the children's family conditions and the specific characters and features and so on.
4. Teachers should make careful observations on the behaviors of the children and keep diary constantly, seriously analyze the psychological activities of the children to teach them in accordance with their aptitude.

III. In order to adhere to the principle of paying equal detention to both the teachers and child-care workers we should improve the quality of the child-care workers.

IV. The educational reform has improved the quality of child-caring and teaching work in our kindergarten and has gained praise both from the society and the parents.

W

Part I: Children Art & Modern Art : Some Correlation's
Part II: Ten Teachers Traps

Angelica Lo-Chui

(Creativekids)

60 minutes of slides showing how correlation's can be made between certain characteristics of children's art & modern art.

Children's artworks, in a wide range of age groups, media, techniques & themes, will be reviewed together with some of the works by modern artists of the early 20th century.

The influence of certain attitudes held by adults towards children's art can lead to inhibitions in the children's artistic development. These attitudes will be discussed briefly under the title "Ten Teachers Traps".

Creative Art in the Kindergarten

Jennie Philips
(Small World Christian Kindergarten)

General benefits of creative art in the kindergarten :

1. It's STRESS-free enjoyable stimulating and promotes self-expression.
2. It is PROCESS not product-orientated. The end product is NOT the focus.
3. Aesthetic appreciation - introducing awareness of light, line, texture and depth.
4. Language development - the vocabulary is extended by questions asked.
5. It promotes social interaction with peers.
6. It's THERAPEUTIC - there is an emotional release through playdough, sandplay, finger-painting, starch etc.

Our aims are to promote problem-solving decision making and self-expression.

Specific aims of creative art:

1. Gross motor development : by providing various levels the muscles are developing which indirectly affect the concentration.
2. Fine motor development : beginning with thick brushes and crayons.
3. Sensorial development : texture, smell, space, depth, length, colour.
4. Life-skills developed through decision-making problem solving and planning.

Guidelines and Ideas :

Initially the children won't have the ability to think for themselves so prompting and encouragement and leading by example are necessary. Question-asking encourages divergent thinking.

A weekly routine could help to cover all the areas eg.
MONDAY : Technique - sponging dying, wax and dye....
TUESDAY : SPECIAL ART projects related to the theme.
WEDNESDAY : Constructions - box, cylinder, plastic....
THURSDAY : Collage shape, nature, cellophane.....
FRIDAY : fun!!! bubble - blowing baking dough modeling....

P.S. Some explanations:

TECHNIQUE : develops fine motor control.
CONSTRUCTION : 3 Dimensional, develops planning, problem-solving etc.
COLLAGE : usually 2 Dimensional, develops spatial awareness,
MANIPULATIVE : dough, clay etc., develops fine motor muscles.

W

Shared Reading Experience

Rachel Robertson
(Yew Chung Education Foundation)
Elizabeth Fitzsimmons
(Yew Chung Education Foundation)

Shared reading is a valuable tool for teaching 'pre' and early reading skills.

Using BIG books opens a whole different approach to teaching these skills within the meaningful context of an exciting story. This workshop will look at the technique of using shared reading as part of a whole language programmed and the rich language opportunities that can follow on from it. There will be an emphasis on Early years reading and teaching children for whom English is a foreign language. Using this approach in a bilingual setting with Chinese and English will also be shown and discussed.

We will look at :

1) The value of shared reading and the specific techniques in using it
2) A specific example of a bilingual shared reading unit linked with follow in speaking listening / writing activities and re-reading.
3) Creative ideas for shared book follow up suing a variety of examples form our classrooms (both independent and teacher directed activities.)
4) A brainstorming session on further ideas for using shared book in the classroom.
5) questions and discussion time

We hope those attending can go away with a lot of new and exciting practical reading and language ideas to try.

Langauge Experience

Rachel Robertson

Language experience a tool for bilingual and second language learning and teaching.

Language development in young children is a top priority in ensuring quality education as **Language is everything because everything involves language.**

Language experience draws on children's experiences either individual or common and develops their spoken language, their written language and their reading ability. The key concept is that the language is meaningful to the child and within contexts they can relate to.

This workshop gives practical advise and ideas for implementing language experience in the "Early years" classroom. The language Experience model is put into a Hong Kong context where many children are second language learners and are learning both English and Chinese. We will share our practical experience in classrooms, research findings, show video, and provide some hands on activities so participants can become aware of the value of this tool and what steps to follow. There will be two different types of language experience discussed;

1. "News", the most important language time each day. Learn a strategy for bilingual 'new' time (English and Cantonese). Which encourages speaking, listening, illustrating, writing and reading in both languages.

2. **Planned language experience activities** in the classroom and teaching strategies to make these ultimately language producing. What should we say and do to get the most out of these activities.

Hospital Play Service in Hong Kong

So Lai Wah
(Playright Children's Playground Association Ltd.)
Wong Wai King
(Playright Children's Playground Association Ltd.)

I. Introduction of Hospital Play Service
- History, Beling & Aim of Hospital Play Service

II. Existing Pioneer Project in H.K. Hospital

III. Job Nature, Training & Qualification of Hospital Play Specialist.

IV. Relationship Y. Hospital Play with the Main Theme of this Conference.

V. Activity Time
- Demonstration of Medical play; participants wholement
- Time for Question

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Hospital play service in Hong Kong (Workshop)

So Lai Wah Wong Wai King
(Playright Children's Playground Association Ltd)

I. Introduction (10 mins)
- Knowing each other

II. Information (30 mins)
A. Hospital play service
  1. History, belief, & aim of hospital play service
  2. Existing pioneer service in Hong Kong
  -- Slide or video

B. Job nature, training, qualification & prospect of hospital play specialist

C. Activity time (30 mins)
  -- Play: the unique value of play and the positive effect of play to hospitalised children

W

Establishment of Our Kindergarten's Outdoor Sports Area

Wang Huarong
(Guiyang City Naming Kindergarten)
Lan Huizhi
(Guiyang City Naming Kindergarten)

I. Create good material environment of sports area for the children by taking suit measures to our concrete conditions.

1. Establish bags for boxing, animal game boards, colour balloons and so on by making use of corridors, lanes, corners and walls.
2. Set up boxes of toys in which there are all kinds of balls, nets, ropes, circles, stilts, sandbags, chest-developers and shit-tercocks.
3. Build circled points, circles, squares, cubits of different colours in the play ground.
4. Establish big children's shades, revolving chairs, climbing racks and balance beam made of iron or cement. The above mentioned apparatuses are used by the children for their basic movement exercises in walking, running, jumping, balancing, climbing, throwing and crawling. At the same theme attention should be paid to the security, applicability and attraction of the apparatuses.

II. Attach importance to guide of the outdoor sports activities of the children.

III. Take good care of the apparatuses of the outdoor sports area.

IV. Our experiences of establishing the outdoor sports area.

1. We have already avoided the single group teaching form in the morning exercises and the sports activities, developed the children's basic movements. And for all the children they have made rapid pro-grass.
2. The development of the outdoor sports activities has created goods conditions for the children's association.
3. The development of the outdoor sports activities has built up the children's health.

幼兒環境保護教育初探

王錦蘭
吳少芬
(廣州市東山區水均崗幼兒園)

環境教育必須從娃娃抓起，這是提高未來公民素質的重要內容，是面向未來的專業，也是幼教工作者面臨的新課題。本文試圖對幼兒環境保護教育方面作初步的探討。

一・以幼兒園爲基地開展環境教育。

1・在幼兒園良好的環境中進行環境教育；
2・在各種教育活動、遊戲中滲透環境教育；
3・在專題活動，有關的節日和紀念日活動中進行環境教育。

二・把幼兒帶到大社會、大自然中進行環境教育。

1・在觀察中增進幼兒對人類生存環境的認識；
2・在體驗中培養幼兒熱愛環境的情感；
3・在比較中增強幼兒對環境污染與環境保護的關注。

三・家園同步、社區配合進行環境教育。

四・幼兒環境教育要注意的幾個問題。

成功教育的關鍵--家園共同配合

王瑞屏
(珠海市機關第三幼兒園)
劉慕英
(珠海市機關第三幼兒園)

做好家長工作是提高幼兒園教育質量的保証。我園十分重視家長工作，舉辦家長學校系統講授，進行家教咨詢，編寫家教宣傳樣，出版家教小報等，向家長宣傳科學育兒的知識和方法，進行家訪，召開家長座談會，家長家教經驗交流會，組織家長開放日，親子同樂運動會，採用家園聯系手冊等和種形式密切家園聯系，使家園教育同步進行。成立家長委員會，吸收家長代表進入幼兒園管理核心—園務委員會，增強家長的參與意識和責任感，讓家長了解幼兒教育，參與教育，使幼兒園教育與家庭教育相互滲透，相互補充，形成合力，提高幼兒教育的效益。

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展開主題系列活動，培養幼兒的環保意識

吳穗

(廣州市第一幼兒園)

幼兒環保啓蒙教育是一個較爲年輕的領域，如何尋找環保科學與幼兒教育的合理銜接點，是一個十分重要的問題。本文以幼兒園開展的主題系列活動“空氣先生”爲例，闡述如何通過有主題的系列活動設計，通過一系列循序漸進的序列，對幼兒進行環保意識的培養：

一·“空氣先生”主題系列活動的總目標
二·活動之一：認識空氣
三·活動之二：污染的空氣
四·活動之三：尋找清潔的空氣
五·活動之四：從我做起
六·開展主題系列活動的家長配合環節

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展開主題系列活動，培養幼兒的環保意識

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四. 活動之三：尋找清潔的空氣
五. 活動之四：從我做起
六. 關展主題系列活動的家長配合環節

重視功能室創設，促進幼兒素質教育

吳小平

(民航廣州幼兒園)

“人是環境的產物”，幼兒的習慣、語言、技能、思想、態度、情緒等無不打上環境的烙印。爲了全面提高幼兒的素質，讓他們在歡樂中操作、體驗、發現而輕鬆地學會學習，我園特設了 300m 的功能活動室，內設品德活動室、烹飪室、科學活動室、電教室、美術室、閱覽室、社區活動室（娃娃家、銀行、快餐店、醫院、發廊、商場、菜市場等），幼兒在這一特定的環境裏，通過人和事，體驗到參與的歡樂和成功的喜悅。

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幼兒園家庭教育情況調查及分析

楊文惠

(貴陽市雲岩區婦聯幼兒園)

周龍英

(貴陽市雲岩區婦聯幼兒園)

目的：家庭是孩子出生後接觸社會的第一環境。家庭中的人、事、物各種活動的相互作用潛移默化地影響著孩子。因此，讓孩子在家庭受到良好的教育，提高家長的素質、家教質量是教育機構的責任。爲了使後的家長工作更有針對性，特進行調查了解以下幾方面情況；①家長送孩子入園的目的；②家長對子女的期望；③家長對子女的教育手段。

方法：對全國 210 名幼兒家長進行調查（問卷法）。

結果：我國家教情況歸結如下：①家長送孩子入園的目的是接受教育；②家長對子女的學歷、職業普遍期望較高；③不同學歷的家長，對子女的期望呈現出學歷越高、期望越高的趨勢。家長學歷不同的對子女所施的教育手段不同。

建議：①家、園要相互溝通，密切配合協調一致；②根據不同層次的家長情況，有針對性地舉辦專題研討會。

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幼兒的自我表達活動

楊黃蕙吟
黃潔薇
顏素芳
(香港教育學院)

多元智慧

程序：
（一）示範--身力聲
（二）空間繪畫
（三）空中傳訊
（四）身力聲
（五）創作多元體
（六）反思

W

A Report Comparing the Effects of Two Different Teaching Methods with Three Years Old

Zhang Yi Yao
(Guiyang City Yunyang District No. 4 Kindergarten)
Cheng Yong Ha
(Guiyang City Yunyang District No. 4 Kindergarten)

Aim :

Preschool children need a good foundtion to from their characters in order to develop their atlantis to the utmost for the 21st century. the purpose of this research is to forward the overall development of preschool education in kindergartens to suit the prevailing condition. the present report describes the frost stage of the 3-year experiment carried out in the first term of the youngest kindergarten class.

Subjects : one experimental class and one control-class

Age : three or three and a half years old

Methods :

1. control class : classroom activities are composed of only a certain subject teaching and learning.
2. experimental class : classroom activities are composed of subject learning, related topics and hand-on activities, and are arranged as one-day work which centers on the objectives of teaching.

Results :

The term's assessment has revealed difference in the development of the children in these two classes. The experiment class have shown a definite more improvement in comparison with the control class in the intelligence level, social behavior, artistic attainments, body coordination, etc. except where the collective movement is concerned. this three-year experiment is continuing in the kindergarten. The report above only records the results achieved in the first term.

淺談變廢舊物爲多功能玩具的制作原則

趙綺萍

(廣州市西村幼稚園)

本文所總結出的幾點原則做法是：1. 可拼拆性的原則；2·多用性的原則；3·充分利用廢舊物自身特點原則；不同年齡、不同處理原則；5·重視指導觀察、豐富印象的原則；6·因地制宜、無毒無害的原則。該經驗做法對幼教工作者會有一定的啓發性，具有一定的參考價值。

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幼兒園活動教育課程實驗報告

周龍英

(貴陽市雲岩區婦聯幼兒園)

實驗目的：爲了改變分科教學中集體活動多，自主活動少；考慮方法多，了解幼兒少；統一要多，因材施教少等現象，使幼兒有充份的自主活動時間和機會，爲幼兒等現象，使幼兒有充分的自主活動時間和機會，爲幼兒提供主動直接與環境、材料相互作用，獲得發展的條件，我們進行了“活動教育”課程實驗。

實驗方法：設實驗班、對照班。對照班採用分科教學。實驗班採用活動教育課程。

實驗結果：查表明，實驗班在創造、操作能力、社會性方面的平均成績高於對照班，經統計檢驗差導達顯著水平。在數概念、語言方面的平均成績實驗班低於對照班，經統計檢驗無差導。

S

A Study on Chinese Handwriting at the Kindergarten Level

Law Hing Chung
(Curriculum Development Institute, Education Department)
S.Y. Lau, Josephine
(Curriculum Development Institute, Education Department)
Maggie Koong
(Victoria Kindergarten)

Content :

1. General introduction of the research report " A Study on Chinese Handwriting at the Kindergarten Level"

2. Elaboration of the research findings:

a) the development of readiness during the pre-primary period for learning Chinese handwriting of kindergarten children;
b) the general principles on selecting suitable Chinese characters for handwriting purpose for children.

3. Discussion and Recommendations

從一個氣球開始實踐優質幼兒教育

吳燕琴
(明愛扶幼服務)
羅寶萍
(明愛扶幼服務)

教育可以發揮以下幾方面的功能：

在個人方面，教育能達致個人潛能得以發揮及五育的均衡發展，在國家方面，教育爲國家培育接班人，延續並開拓人類的文化，這些都是教育的理想。

幼兒教育是教育的啓蒙期，是兒童首次踏出家庭進入一個群體，開始接受有系統，有規劃的教育，所以提供質質幼兒教育以達至教育理想成爲每位幼兒教育工作者，每個辦學團體的使命。

幼兒教育側重以兒童爲中心，在活動設計上強調讓兒童參與，藉著與兒童生活經驗有關的情、境、物爲主題引發他們的學習動機，繼而透過兒童親自探，與所接觸的環境，人物產生互動，而取得各種智識、技能和解決問題的能力，並從人與人之間的互動來掌握與人相處的技巧。

「氣球」是一個嘗試以兒童爲中心的教學計劃，試從環境、物料供應，教師與兒童互動，兒童與兒童互動再加上家長的配合，以啓發式的手法引導兒童透過資料搜集、討論、實驗等活動延展他們的生活經驗。兒童將所得資料進行分析，綜合及整理成爲他們個人的第一手經驗而達到教育的果效，藉此經驗去探索實踐優質　兒教育的途徑。

S

Fostering Developmentally Practices to Ensure Quality Education

Mrs. Ann Leddy
(Chinese International School)
Mrs. Wendy Ng
(Kindergarten Section, Education Department)
Ms. Mary Wong
(Children & Youth Section, Tung Wah Group of Hospitals)
Ms. Priscilla Yeung
(Yew Chung Children House)

1) Describe activities going on in the classroom which fosters developmentally appropriate practices.

2) What is the role of the teacher in a developmentally appropriate classroom?

3) How do you, as an administrator, help teachers understand and practice their role?

Chairperson: Mrs. Louise Weber

Strategies to Maintain Quality for Organizations with Many Early Childhood Centers

Ms. Rose Ho
(Child Care Services, Salvation Army)
Mr. Paul Lau Tak Hon
(Social Welfare Department)
Dr. Luk Chiu Kwan Hung
(Creative Kindergarten)
Mrs. Sanly Tsang
(Hong Kong Christian Services)

1) Describe the elements of a quality programme in an Early Childhood Centre.

2) What strategies do you use to try and maintain quality in all of your Early Childhood Centres?

3) What difficulties have you encountered in trying to maintain quality throughout the Centres?

Chairperson: Mr. Ivan Yiu

S

Promoting Quality Environments or Young Children: Strategies and Limitations

Mrs. Angela Cheung Wong Wen Yiu J.P.
(Education Services, Tung Wah Group of Hospitals)
Mrs. Chu Tang Lai Kuen
(Child Care Division, Caritas)
Mrs. Julianna Ho
(St. Paul's Kindergarten)
Ms. Maggie Koong
(Victoria Kindergarten)

1) Describe what a high quality environment for young children would look like in Hong Kong.

2) What strategies would you use to develop a quality environments for all children?

3) What limitations make it difficult to develop quality environments in every school setting?

Chairperson: Mrs. Chan Shu An

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